

LEVEL

4

# TEACHER EDITION

- Unit Instructional Plans with Performance Tasks
- Answer Keys with TEKS, Reporting Categories, DOK Levels, Bloom's Levels, and ELPS
- Instructional Practices
- Literature Connections
- Glossary

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TEKS-Based Alignment to STAAR®

**teacher edition**

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***Motivation Reading<sup>™</sup>, Teacher Edition***

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As former classroom teachers and administrators, we realize the tremendous impact of high stakes testing on teachers and students. We understand the pressure placed on students to perform well on state assessments year after year. Studies show children who are motivated to learn have greater probabilities for academic success. When students are given opportunities to build confidence and to reduce test anxiety, they are more likely to perform at exceptional levels on standardized assessments. In order to meet the needs of students and educators, we have meticulously developed *Motivation Reading™*.


*Motivation Reading™* serves as a toolkit for success. It equips you with a resource that may be accessed both in print and online formats to facilitate a strong instructional focus for your students. *Motivation Reading™ Student Edition* provides your students multiple opportunities for quality learning experiences that promote the development of literacy skills. *Motivation Reading™* builds confidence and stamina as students comprehend and analyze literary and informational texts and respond to selected-response items and critical thinking prompts. In addition, students think creatively and make reading-writing connections as they complete the Motivation Station activities and Journals. The homework selections and assessment items provide extended practice. The units also contain activities that engage parents in the learning process.

Research shows that the expectations held by teachers have a profound and powerful influence on students within a learning environment. To a large degree, students learn what their teachers expect them to learn. A positive classroom environment with high expectations is a winning combination for student success. When students experience the classroom as a caring, supportive place where each person is valued and respected, they tend to participate more fully in the learning process.

Mentoring Minds provides the most useful and unique tools for impacting student achievement. Please contact us should you have any questions or need assistance. We welcome your feedback. Thank you for your dedication to the education of children.

May you have an outstanding year with many successes!

Critical Thinking for Life!  
Mentoring Minds



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The purpose of *Motivation Reading*™ is to support student academic performance as measured by the Texas Essential Knowledge and Skills (TEKS) in the academic area of reading. In addition, the writing, speaking and listening, and research standards are addressed.

## **Important Uses of *Motivation Reading*™**

### **Instruction**

The 25 units in *Motivation Reading*™ can be used by teachers to instruct, model, review, or provide practice with the TEKS. High-quality instruction must contain cognitive rigor and must lead students to think deeply about learning. The dual components (print and online) provided by *Total Motivation Reading*™ offer students multiple opportunities to think critically and creatively, to analyze literary and informational texts, and to participate in TEKS-based learning activities.

Teachers have the responsibility to plan and to implement high-quality learning experiences that address the content and skills pertinent to the standards. The TEKS require changes in educators' thinking and planning in order to provide the effective instruction that will promote student academic success. The following considerations are important:

1. Students read a balance of informational and literary texts.
2. Students have literacy experiences through domain-specific texts in social studies, science, technical subjects, and fine arts.
3. Students participate in close reading of texts and are provided appropriate scaffolding when needed.
4. Student learning is based on text-dependent conversations, responses, and reflections.
5. Students develop writing skills in order to inform or to state opinions while personal narrative writing maintains an important role.
6. Students build vocabulary in order to access grade-level complex texts.

*Motivation Reading*™ incorporates these instructional changes into its student edition units with support from the teacher edition. Using the teacher edition, educators can acquire a clear understanding of the expectations of the TEKS, develop engaging and motivational lesson plans, employ strategies for high-quality instruction, implement ongoing assessment, and meet the needs of diverse learners.

### **Assessment**

*Motivation Reading*™ can be used as an aligned tool for formative assessment. As students are introduced to and master the TEKS, teachers can monitor the progress of both individuals and whole groups. Online progress monitoring provides teachers with data to inform instruction by identifying strengths and weaknesses.

Data from formative assessments helps teachers make informed decisions about student learning and their own instructional practices. *Motivation Reading*™ offers a variety of formative assessments including selected-response items, constructed-response prompts, and performance tasks.



*Motivation Reading™ Student Edition* contains 25 TEKS-based units for grade four. Each unit contains a literary or informational selection, selected-response assessment items, constructed-response critical thinking prompts, a creative thinking activity, a journal prompt, and a homework selection with selected-response and constructed-response assessment items. Each unit also provides suggested parent activities to support the home-school connection. A Reading Glossary and a Chart Your Success graph are included to support student knowledge of important TEKS-based requirements and to allow students to monitor their progress as they complete the units. *Motivation Reading™* provides a valuable resource tool for both students and educators as it supports student learning and effective instructional practices for teachers. Access to both the printed Student Edition and the online system gives teachers the flexibility of presenting reading content through two different media.

## Selection

### Description

*Motivation Reading™ Student Edition* Grade 4 contains 25 reading selections. The units reflect a diversity of literary and informational texts related to curricular content in science, social studies, technical subjects, and fine arts. Various formats are presented (e.g., magazine article, report, web page article, historical account, journal, scientific investigation). Paired selections are an integral component with eight of the twenty-five units written as paired pieces.

### Suggestions for Instruction using the Unit Selection

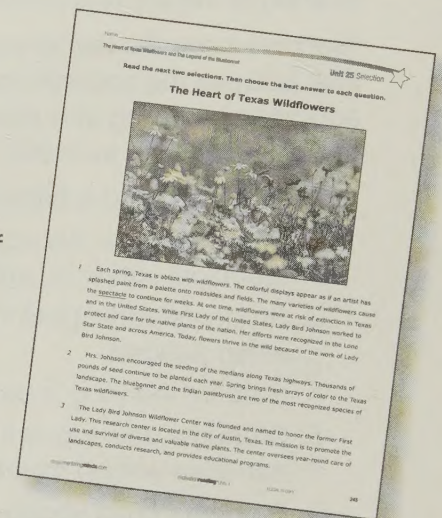
Introduce the purpose for reading the selection. Students comprehend more accurate information from the selection when they know the purpose for which it is being read. Determine whether the selection should be presented in the student edition, in the online system, or using a combination of the components. The selection may be projected on a screen to facilitate introduction, discussion, and analysis of the selection.

- The literary selections offer opportunities to both enjoy reading about others' experiences and to think deeply about personal connections to those experiences. Readers analyze literary texts to determine how the settings, characters, and plot events contribute to the themes of the selections. This genre also includes literary nonfiction selections including biographies, memoirs, journals, and speeches.
- The information selections are intended to provide explanations, procedures, or opinions on important topics often in the areas of science, social studies, technical subjects, and fine arts.

Provide students the *Before, During, and After Reading* guide on page 193.

Demonstrate for students how to scan the selection to preview text, graphics, and structure to guide the careful reading of the selection. Have students note the title and any headings. Direct them to look for bold, underlined, or italicized words. Instruct students to carefully review text features or graphics along with captions. Remind students that these features are included with text to add meaning to the words.

Teach students to carefully read introductory material that provides background information. This statement appears just before the title and is written in italicized print. This material should always be read first.





Introduce students to the purpose of the underlined words in the selection. Instruct them to read the paragraph carefully where the underlined word appears in order to determine the context of the word and to better understand the meaning of the word.

While reading, encourage students to pause after the introductory paragraph. Instruct students to use their own words to summarize what they have read and to make predictions about the remainder of the selection. As students continue to read, teach them to confirm or correct their predictions.

After reading the entire selection, teach students to retell the important parts and to think about *who*, *what*, *when*, *where*, *why*, and *how* questions.

Provide students with note cards that contain written questions to prompt active involvement with the text.

- What is the author's purpose for writing? / What is my purpose for reading this selection?
- What is the selection mainly about? / What is the theme of the selection?
- What are some details or ideas that support the main idea? / What setting, characters, and plot events support the theme of the selection?
- What are key words that I encountered while reading for which I need to determine the meanings?

Teach students to understand the three levels of reading comprehension.

*Literal comprehension* – When students read the lines, they are reading what is actually stated. They gather information from the facts and details of the selection and gain a surface understanding of the material. Common questions that support literal comprehension are *who*, *what*, *when*, and *where* questions.

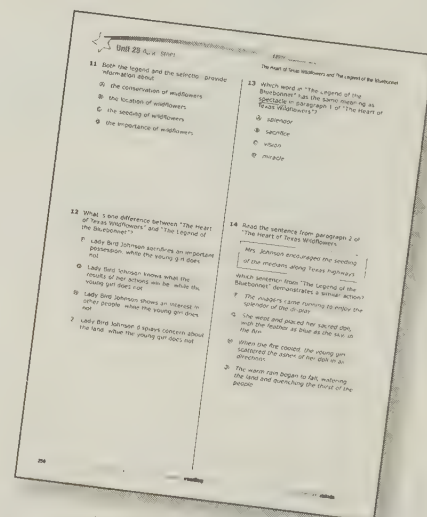
*Interpretive comprehension* – When students read between the lines, they are reading what is implied or meant, rather than what is actually stated. Students reason, compare and contrast, classify, and analyze the information in the selection. They must draw inferences based on prior knowledge or experiences while they attach new learning to old information. Students also make logical connections and informed predictions. When readers predict, they use information about present events or ideas to help forecast or generalize about future events or ideas. Students read between the lines in order to determine what is meant by what is stated in the text. Common questions that support interpretive comprehension are *why*, *what if*, and *how* questions.

*Applied comprehension* – When students read beyond the lines, they read the literal words, thinking about what is meant by the words, and then extend, apply, or evaluate the concepts or ideas beyond the selection itself. Students analyze and synthesize in order to apply the text to other concepts, situations, or information to determine universal meaning. Common questions that support applied comprehension are: *Why is this important? How does this text connect with my experiences and knowledge? What impact or effect does this text have on my thinking?*

## Selected-Response Formative Assessment

### Description

Each selection in *Motivation Reading*™ is followed by a set of selected-response assessment items with four answer choices. These questions assess student performance based on the TEKS applicable to the unit selection. The number of questions for each unit ranges from ten to sixteen. The purpose of these assessments is to provide students with opportunities to read texts and answer questions independently. A variety of open- and closed-formatted questions provides students additional practice as they give proof of the levels of their comprehension and analysis of the selection.



### Suggestions for Instruction using the Selected-Response Assessments

Teach students that selected-response assessment items require them to choose from predetermined lists of potential answers. Students should be taught the common formats of questions in order to independently analyze and answer the questions. Student responses may be documented online for ease of grading.

Teach students to carefully read the questions and determine exactly what the questions are asking.

Teach students the different characteristics of questions with closed stems (containing direct questions) and open stems (containing an incomplete statement) and the format of options for these types of questions.

Remind students that questions can be literal, interpretive, or applied in nature.

*Literal questions* require students to use information directly from the text. Evidence is drawn from the selection to choose the correct response. Literal questions include *who*, *what*, *when*, and *where*. When answering literal comprehension questions, students can locate the answers to the questions within the text.

*Interpretive questions* require students to draw logical conclusions to explain or interpret what is read. The information required to answer the question correctly is not clearly or directly stated by the author of the selection. Instead, the author provides clues to guide readers as they discover inferences and deeper meaning. Answering interpretive questions also requires students to determine important ideas and to relate causes and effects. Skilled readers use prior knowledge combined with evidence from the selection to arrive at reasonable and accurate inferences. Interpretive questions include *why*, *what if*, and *how* and the exact answer cannot be found directly in the text.

*Applied questions* require students to analyze the information in the selection, extend their thinking, and evaluate the implications of the details or concepts. At this level, students make connections to other experiences or contexts. Applied questions include: *Why is this important? How does this text connect with my experiences and knowledge? So what? As with interpretive-level questions, applied comprehension questions cannot be answered directly from the text. Instead, students must extend thinking beyond the text, and analyze, synthesize, and evaluate in order to respond successfully.*



Use a whole-group or small-group format to teach students the process for answering selected-response assessment items.

Instruct students to carefully read the questions and read all options before choosing answer choices.

Teach students to support all responses with evidence from the text. Students documenting answers in the online system must provide written support in Student Editions.

Project the online system on a screen to debrief and discuss questions and options. Allow students to communicate their thinking about their selections of specific responses. Confirm student responses or clarify misunderstandings. Provide additional instruction for those students who continue to have difficulty answering specific types of questions.

Remind students that all options for questions will be reasonable. Because of this, their thinking about the possible options must be critical and deliberate.

Engage students in discussions about the questions and answer choices in order to analyze why each response is correct or incorrect. These explanations help students clearly understand what the question is asking and why the correct answer is the best response.

Teach students to understand the format of questions that contain underlined words. Remind students to read the excerpt from the selection that contains the underlined word and then return to the selection to read the sentence within its paragraph or section. Instruct students to use clues to word meaning found within the context of the selection. Often, restatements or synonyms are found within the text that guide students to the correct answer.

Model the use of dictionary entries for questions that contain this reference material.

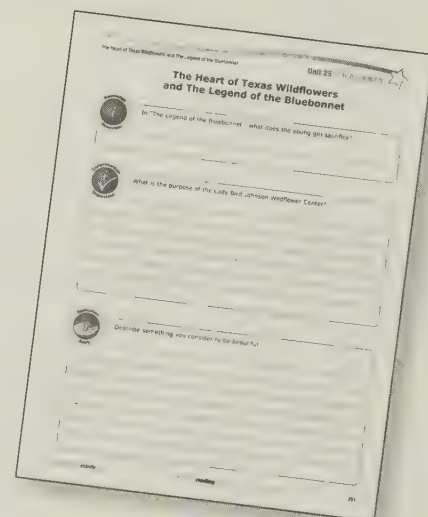
Teach students to use the split-screen tool when reading selections and providing responses in the online system.

Assign selected-response questions as an online activity to benefit from online progress monitoring.

## Critical Thinking Constructed-Response Formative Assessment

### Description

Each unit of *Motivation Reading™ Student Edition* contains six critical thinking prompts based on Bloom's Taxonomy (Original/Revised). Responses for these prompts range from fill-in-the-blank knowledge level questions to more lengthy responses that require students to apply, analyze, evaluate, or synthesize. Students demonstrate their comprehension of the selection using a variety of thinking skills. These critical thinking prompts help students better understand the information and concepts within the selection. Students apply what they have read to analyze, evaluate, or create in order to comprehend the deep meaning of text.



### Suggestions for Instruction using the Critical Thinking Prompts

Employ the critical thinking prompts to strengthen students' abilities to comprehend text, to use critical analysis skills, and to extend their thinking about the selections as they move through the levels of Bloom's Taxonomy (Original/Revised).

At the *Knowledge/Remember* level, student responses include providing definitions, recording facts from the selection, or identifying characters, settings, or details.

At the *Comprehension/Understand* level, students use the literal meaning of text to summarize, to provide responses in their own words, and to paraphrase ideas or concepts.

At the *Application/Apply* level, student responses include writing about a personal experience similar to a concept or event in the selection, describing something that the selection brings to mind, or writing about how they might place themselves within the selection.

At the *Analysis/Analyze* level, student responses include finding relationships within the selection, translating meanings of symbols, identifying elements and their functions within the text, comparing/contrasting, or stating advantages/disadvantages.

At the *Evaluation/Evaluate* level, student responses include making judgments, rating elements, or providing personal views using support based on text evidence.

At the *Synthesis/Create* level, student responses include composing alternate conclusions to selections or creating original products that relate to the texts.

Use the critical thinking prompts to develop, review, or extend conceptual knowledge, to determine any misunderstandings, to assess student prior knowledge, or to discover students' perspectives.

Remind students that thinking critically requires in-depth analyses of textual evidence (printed words) and prior knowledge (personal and background) in order to make decisions and to communicate comprehension and analyses of texts.

Project the online system on a screen when discussing the critical thinking prompts to encourage students to generate ideas and exchange thoughts. These discussions also promote extended thinking and analyses of the responses of others.

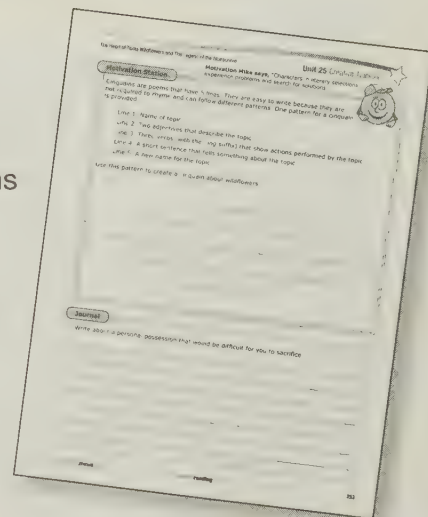
Review the critical thinking prompts to determine whether students should record answers in student editions, in the online system, or using a combination.



## Creative Thinking Constructed-Response Formative Assessment

### Description

The Creative Thinking page of the *Motivation Reading™ Student Edition* contains three elements: a TEKS-specific quotation, a Motivation Station activity, and a Journal prompt. The quotation is presented by Motivation Mike or Molly and offers students definitions or explanations of TEKS terms or concepts. Motivation Station is an activity that allows students to use fluency, originality, flexibility, elaboration, and evaluation as they practice important skills in the TEKS. Motivation Station provides an additional academic focus for the unit as it connects needed thinking and practice with the unit selection. The Journal prompt presents an opportunity for students to compose a response in which they explain a concept or apply a concept to personal experiences and knowledge. The prompt relates to the unit selection and requires students to address that connection within a written response.



### Suggestions for Instruction using the Creative Thinking Activities

Use the quotation to stimulate group discussions. Direct students to elaborate on the definition or explanation and to apply it to their personal knowledge and experiences.

Extend the quotation by allowing students to write original quotations that would connect to the unit selection.

Have students record the unit quotations in reflection journals. Instruct students to write responses to the quotations or specific examples of terms or concepts found within texts.

Determine if the activity is best completed in student editions, in the online system, or using a combination. Then allow students to complete the Motivation Station activity independently, with partners, or in small groups.

Guide students to connect the activity to the unit selection in order to determine relationships between creative thinking and the text.

Ask students to discuss additional situations or content areas in which the concept or skill could be applied in order to establish a purpose for the activity.

Allow students to create additional activities related to the unit selection and exchange with partners to complete.

Use the Journal prompt to engage students in independent writing activities. Because some prior knowledge about the prompt will be gained from the selection, it is suggested that the Journal prompt follows a careful reading of the unit selection.

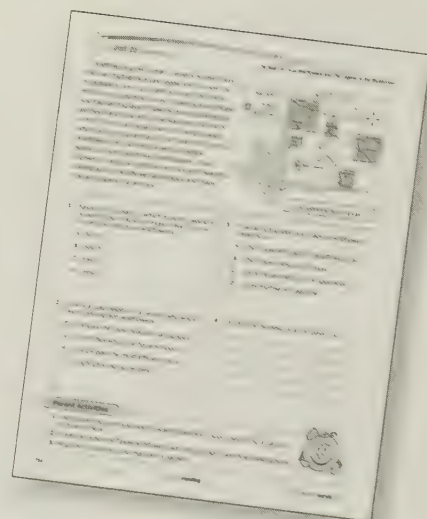
Challenge students to include selection-specific vocabulary words within the journal responses.

Encourage students to write alternative journal prompts that might be appropriate for the unit selection.

## Homework Formative Assessment

### Description

The Homework selection is an informational or literary piece that directly connects to the topic of the unit. The selection provides additional information to deepen the students' understanding about this topic. The content of the selections typically relates to social studies, science, technical subjects, or fine arts as well as to literary topics. Each homework selection is typically followed by three selected-response assessment items and one constructed-response prompt. This assessment provides students additional practice opportunities within these formats as well as additional practice comprehending texts and using learning to answer questions. The constructed-response questions require students to think critically as they respond to the questions using their own words.



### Suggestions for Instruction using the Homework Selection and Assessment

Use the Homework selection to create a paired passage opportunity within each unit.

Use the selection and assessment questions to intervene with students individually or in small groups.

Use the selection and assessment as guided practice as you work with individual students or small groups answering and discussing items. Guide students to discuss their thinking and explain option choices.

Use the selection as an opportunity for direct instruction of the TEKS addressed within the unit.

Use the selection as extended practice to involve parents in the teaching and learning process. Assign the Homework Selection and Assessment as an online activity if students have access to technology at home. Grading homework within the online system allows teachers to grade student work upon completion, access reports, and plan next steps for instruction.



## Parent Activities

### Description

Parents are influential in setting an environment for successful learning. Research indicates a positive correlation between parent involvement and student academic success. Thus, suggested parent activities are provided for each unit. The Parent Activities help support students with meaningful and relevant applications to the previously taught skills or introduced concepts. The purpose of this section is to provide parents with specific activities to help their children become better readers by spending quality time while sharing learning opportunities. Suggested activities reinforce the unit topics.

### Suggestions for using the Parent Activities

Introduce parents to the Parent Activities during group or individual parent meetings or conferences. Guide parents in understanding the activities and the importance of their involvement in the teaching and learning process.

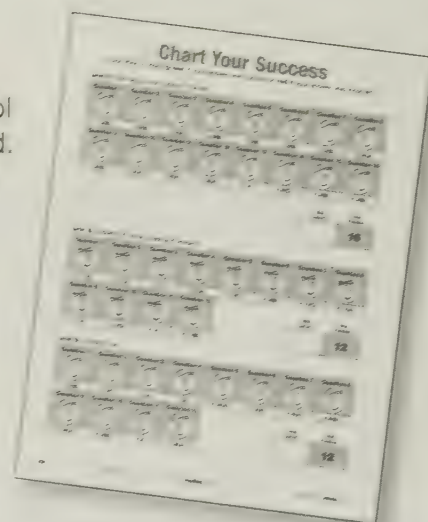
Invite parents to reinforce learning by asking questions, making relevant comments, or participating in other home learning activities. The Parent Activities help parents and children build oral language through informal conversations.

Provide Parent Activities as online assignments if students have access to technology at home.

## Chart Your Success

### Description

The Chart Your Success tool lists the unit selection titles and the number of selected-response questions and TEKS for each. This tool allows students to monitor personal progress as units are completed. The visual presentation of the chart also allows teachers to monitor student correct responses at a glance.



### Suggestions for Instruction using the Chart Your Success

Have students color the question boxes green if answers are correct and color the question boxes red if answers are incorrect. Instruct students to count the number of green boxes and record that number at the end of the row for that unit. Have students then compare the number of correct responses to the total number of selected-response questions for that unit selection.

Have students chart their assessment progress throughout the units and observe individual progress over time as they study the charted data.

Use the chart during individual teacher/student conferences to monitor progress and to set goals for improved performance.

## Reading Glossary

### Description

The Reading Glossary is a source that includes vocabulary important to student understanding of the TEKS and unit activities. The words are listed by term and definition.

## Suggestions for Instruction using the Reading Glossary

Have students use the Reading Glossary to locate definitions of TEKS-based words as they are encountered within units.

Teach students tips for locating words efficiently within a glossary format.

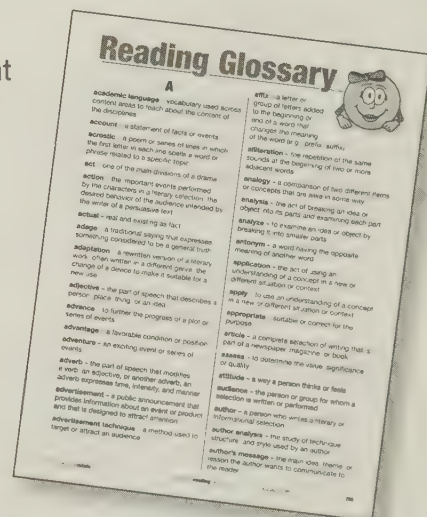
Have students use the Reading Glossary as vocabulary is taught. Vocabulary instruction assists student comprehension of texts and helps students understand words within TEKS-based assessments.

Use daily learning activities to develop deep understanding of the TEKS vocabulary beyond the definitions.

Expose students to words in a variety of contexts.

Employ strategies that guide students to make connections to personal experiences and knowledge.

Students may access the Reading Glossary in the online system when completing assignments.





## **Getting Started**

### **Description**

The Introduction provides a brief statement of the content of the unit selection and offers a suggested cross-curricular connection. The Building Background Knowledge activity engages students and creates interest and motivation around the unit topic. This activity is coded to the TEKS, Depth of Knowledge (DOK), Original Bloom's/Revised Bloom's Taxonomy (Bloom's/RBT), and English Language Proficiency Standards (ELPS). A formative assessment follows to determine knowledge of the topic as students prepare to read the unit selection. This assessment is also coded to the TEKS, DOK, Bloom's/RBT, and ELPS. Content literature is suggested to enrich student knowledge of the topic through read alouds or independent reading. Literature is also provided to support student research for the Performance Task Assessment found within the unit.

### **Suggestions for Instruction using Getting Started**

Introduce the unit topic using read alouds from the Suggested Unit Content Literature.

Guide discussions to establish purposes for reading and to build background knowledge.

Allow students to work with partners or in small groups to share personal experiences and to make connections to the unit topic.

Use brainstorming to assess prior knowledge in order to promote student success.

Activate student prior knowledge by promoting a discussion that enables students to make connections to the new learning.

Use graphic organizers to provide frameworks for information and new learning.

Encourage students to gather information and to reflect on learning by using journals.

## **Vocabulary Focus**

### **Description**

The Vocabulary Focus contains both selection-specific and TEKS vocabulary words. The selection-specific vocabulary words promote student comprehension of the unit selection. The TEKS vocabulary words are specific to the standard that is the focus of instruction for the unit. Instructional activities that build vocabulary are provided and are useful for whole group and small group instruction. A formative assessment allows teachers to gather and evaluate evidence of student mastery of vocabulary. The activities and the assessment are coded to the TEKS, DOK, Bloom's/RBT, and ELPS.

### **Suggestions for Instruction using Vocabulary Focus**

Use direct instruction strategies to introduce selection-specific and TEKS vocabulary words.

Post selection-specific and TEKS vocabulary to encourage students to use as a reference while reading and writing.

Encourage students to locate the selection-specific vocabulary within the unit selection.

Direct students to use the Reading Glossary to locate definitions of the TEKS vocabulary words.

Use the Vocabulary Focus activities as interventions for students requiring additional support as revealed by the online progress monitoring system.

Model the use of print or digital sources to locate definitions.

## Unpacking the TEKS

### Description

Each unit of *Motivation Reading™ Teacher Edition* provides an instructional focus for a specific TEKS. This section denotes that TEKS and its Reporting Category. A brief explanation is given to support the teaching of this skill, including definitions of key terms. Instructional activities and a suggested formative assessment are included to promote student mastery of the TEKS and to determine student ability to apply the skill in different contexts. The activities and the assessment are coded to the TEKS, DOK, Bloom's/RBT, and ELPS.

### Suggestions for Instruction using Unpacking the TEKS

Review the TEKS Focus and the explanation during planning. Use this information as you prepare for instruction.

Use multiple and varied learning opportunities to allow students to practice and master the unit skill or concept.

Convey clear expectations for student learning during the unit.

Present the skill or concept using a logical instructional sequence that maximizes learning (e.g., direct instruction, modeling, guided practice, independent practice, assessment).

Integrate real-life experiences into instruction to allow students to make connections to the learning.

Use formative assessment tools frequently during instruction to gather data about the teaching and learning process.

## Assessment of TEKS

### Description

The Assessment of TEKS includes the ELA TEKS addressed in the assessment and an answer key coded to the TEKS, STAAR Reporting Category, DOK, Bloom's Original/Revised, and ELPS.

### Suggestions for Use of the Assessment of TEKS

Document lesson plans to provide evidence of the teaching of the TEKS.

Observe the levels of thinking that are required by assessment items.

Identify TEKS that require intervention for individuals and whole group.

Determine deficits within levels of critical thinking in order to provide targeted instruction in those areas.

Use assessment data to reflect on teaching practices and to implement changes or adjustments.



## **Interventions**

### **Description**

The Interventions section offers activities that provide instruction to meet the unique learning needs and styles of students. These activities are coded to the TEKS, DOK, Bloom's/RBT, and ELPS.

### **Suggestions for Instruction using Interventions**

Use online progress monitoring reports to determine strengths and weaknesses. Implement the intervention activities to provide instruction and practice for students experiencing difficulty with the unit focus standard.

Deliver instruction in short sessions using a brisk pace when appropriate.

Provide examples and models of what is expected of students.

Use multiple and flexible grouping opportunities.

Increase the use of visuals, models, and graphic organizers for concept reinforcement.

Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately.

Encourage students to employ the *Think Aloud* strategy for the steps or the processes used to solve a problem or to complete a task.

Review and practice previously taught material frequently.

## **Constructed-Response Formative Assessments**

### **Description**

The Constructed-Response Formative Assessments provide suggested student responses for the Critical Thinking, Motivation Station, and Journal prompt. The responses are coded to the TEKS, DOK, Bloom's/RBT, and ELPS.

### **Suggestions for Instruction using Constructed-Response Formative Assessments**

Teach the meaning and application of each level of Bloom's Taxonomy (Original/Revised).

Use critical thinking questions to solicit and probe for knowledge as well as to increase the complexity of thinking.

Allow students to create original questions for each level of thinking.

Post questioning stems and encourage students to use the stems as references to ask purposeful questions.

Teach the meaning and application of fluency, flexibility, originality, elaboration, and evaluation and encourage students to use these skills as they complete the Motivation Station activity.

Encourage students to make reading-writing connections while responding to the Journal prompt.

## **Homework Assessment**

### **Description**

The Homework Assessment section contains a brief summary of the selection, a cross-curricular connection, the ELA TEKS addressed in the assessment, an answer key coded to the TEKS, STAAR Reporting Category, DOK, Bloom's Original/Revised, and ELPS.

### **Suggestions for Instruction using Homework Assessment**

Use the content from the Homework selection to establish connections to the topic of the unit selection.

Link new information to prior knowledge to promote meaningful learning and retention.

Provide opportunities to make conceptual connections to real-world experiences so students view their learning as meaningful and relevant.

Use the data from the selected- and constructed-responses to monitor and adjust instruction and to provide needed interventions.

## **Performance Task Assessment**

### **Description**

The Performance Task that relates to the unit topic is provided to allow students to demonstrate the ability to think and reason while using higher-order thinking skills. The task requires students to create a product that integrates multiple TEKS using research, writing, and speaking within real-world contexts. This section includes the Performance Task for the students, the steps needed for successful completion of the task, and the TEKS required by the task. The Scoring Criteria suggests specific categories that can be used to develop scoring guides or rubrics that measure student responses to the performance task. The Performance Task Assessment is coded to the TEKS, DOK, Bloom's/RBT, and ELPS.

### **Suggestions for Instruction using Performance Task Assessment**

Introduce the task and allow students to brainstorm responses.

Clarify student understanding of the assignment.

Teach students how to use the Performance Task Steps.

Examine written or oral responses to determine if students are making connections.

Evaluate the thinking process by asking students to explain how they solved the problem.

Teach students the process of moving from general thinking to specific thinking in order to focus on the assigned task.

Instruct students to conduct short research projects that use several print and online sources to build knowledge through investigation.



*Total Motivation Reading*™ provides teachers the flexibility to use *Motivation Reading*™ as a print component, an online component, or in combination. With access to two components for content presentation, teachers can deliver instruction in the most effective method to meet student needs. This increased use of technology shifts the classroom teacher's role to facilitator, coach, guide, and mentor. These changing roles allow teachers to interact with students while guiding instruction in real time and facilitating immediate changes.

For additional support, including the User Guide and How-To Tutorials, visit [MentoringMindsOnline.com](http://MentoringMindsOnline.com) and click on *Resources* in the upper right corner.

### **Facilitating Instruction**

Use the following strategies to facilitate instruction, as students complete assignments in student editions, online, or in combination.

- Deliver direct instruction prior to making assignments.

- Provide appropriate and timely feedback.

- Monitor students when working on computers or other devices.

- Ask questions while students work online or in student editions to check for understanding and to gather formative assessment data to monitor student progress.

- Create opportunities for students to interact with the content of *Motivation Reading*™, the teacher, and other students.

### **Flexible Delivery**

Through technology integration in the classroom via *Total Motivation Reading*™, teachers provide instruction tailored to the needs of their students. Teachers choose to structure each assignment as a print activity, online activity, or combination of the two components. An effective balance of print and digital resources should be used to actively engage students in the learning process.

- Offer students the choice of content delivery. Some students may benefit from completing online assignments, creating motivation for active engagement in the content.

- Access the online system anywhere, any time. This web-based application allows students to participate in online activities outside the classroom, extending the learning time for content.

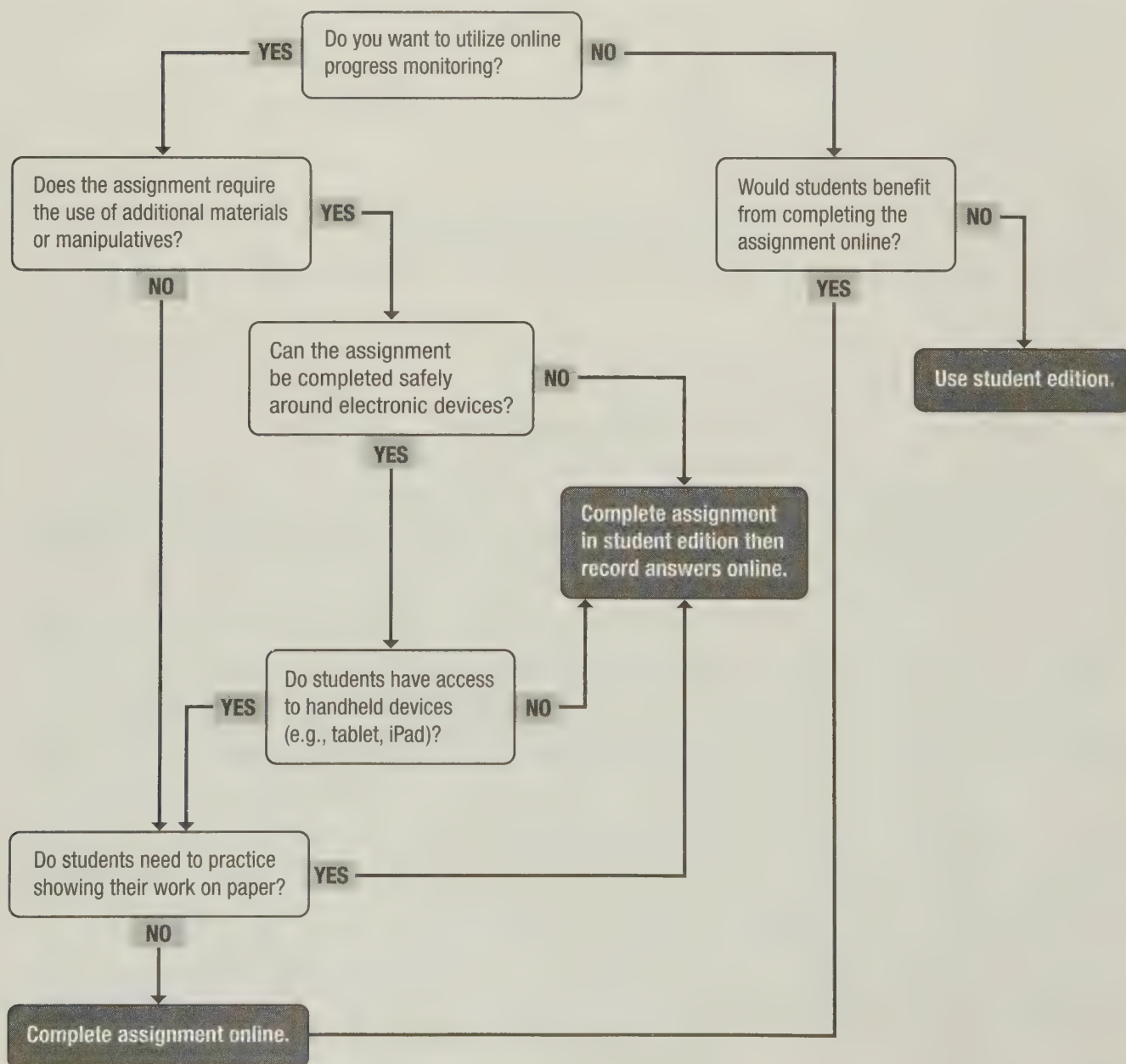
- Enable parents to serve as learning partners by assisting students with homework or other activities.

## Print, Online, or Combination?

*Total Motivation Reading™* works as a tool to improve the educator's ability to meet the needs of individual learners, as well as entire classes and the school. Teachers may select assignments according to student and teacher needs and may differentiate according to the format in which the students learn best.

The Assignment Decision Tree may be used to determine the best format of each *Motivation Reading™* assignment.

### Assignment Decision Tree





### **Teacher Preparation**

While planning lessons utilizing the online system, consider the following strategies to promote effective and efficient use of instructional time:

- Create a bookmark or shortcut for the website on the desktop or in a folder for easy access.
- Designate a student technology expert to provide classroom assistance when students encounter problems.
- Calculate the length of time needed to complete the assignment and determine what prerequisite skills are needed.
- Refer to progress monitoring reports in the online system to determine needs of students and to address specific skills.
- Reassign lessons as needed.
- Familiarize students with the tools available within the online system (e.g., drawing/editing toolbar, split-screen, ruler, glossary).

### **Guidelines for Device Use**

Before allowing students to use computers or devices, establish acceptable practices. Some suggestions include:

- Maintain the privacy of password information at all times.
- Keep food or drink away from devices.
- Obtain teacher permission prior to accessing programs and/or websites.
- Acquire teacher authorization before downloading data, programs, games, or content.
- Do not add or remove any systems or software.
- Refrain from interfering with other students or their devices.
- Respect equipment that belongs to the school or other students.

## **Computer Usage Models**

The models below can be implemented based on available technology and the method that best meets the needs of the students. Refer to the Student and Teacher Edition Unit Components and Instructional Practices prior to beginning instruction.

### **Presentation Model**

Use specific unit components as mini-lessons or introduction activities.

Introduce, discuss, or review the assignment as a whole group so students will be prepared to complete questions independently in the lab or on classroom computer(s).

Identify the purpose of the assignment with the class.

Encourage peer teaching by allowing students to lead the presentation of the concept with teacher assistance.

Foster involvement and interaction as students progress through the units.

Introduce and explain the functionality of all toolbars incorporated into the online system to develop student comfort.

Familiarize class with the glossary component as a resource.

Introduce concepts in presentation mode, then allow students to work individually on classroom computers or in the lab.

Model how to transfer work completed in the printed student edition to the online system.

Demonstrate navigation for all subject areas before allowing students to work independently.

Engage whole group in critical thinking and in real-world application during class discussion.

Problem solve solutions to open-response questions as a group.

Provide just-in-time learning as it relates to student needs.

### **One Station Model**

Place computer in an easily accessible and supervised location.

Post a schedule of computer usage. Allocation of time should depend on the assignment.

Communicate assignment instructions prior to the student accessing the system.

Encourage cooperative learning and peer teaching using a single student station with two students working together.



**Computer Centers/Pods Model**

Organize the class so that small groups can use the computers while others work on non-computer activities to promote collaboration and cooperation.

Encourage students to actively engage in pairs or small groups as they progress through a lesson.

Consider computer skills and specific assignments when planning which groups work together.

Encourage peer teaching and constructive feedback.

Teach mini-lessons to small groups while other groups work online or vice versa.

Rotate computer usage, allowing a set amount of time for each student.

Utilize classroom computer centers as an extension of whole group discussion.

**Laptop/Tablet Model**

Establish a checkout system to request or reserve devices from a central location.

Use portable devices with small group work and collaborative exercises.

Arrange a mini-lab in the classroom to allow students to work in groups.

Utilize portable devices with investigations, problem-solving situations, or other manipulative-based activities.

Place portable devices in centers for use in before- or after-school tutorials.

**Computer Lab Model**

Provide one computer per student to accommodate the entire class.

Complete targeted components as a whole group.

Allow students to complete components independently, with partners, or in small groups.

Use the lab for independent or guided practice opportunities.

Model, facilitate, and monitor while students engage in online activities.

Schedule lab times before school, during school, and after school.

Allow students to complete homework assignments in the lab.

Utilize the progress monitoring reports to check for understanding after students complete lab assignments.

## Technology Integration Matrix

The online system can be used with one device or a classroom set of devices. The Technology Integration Matrix helps to determine the best use of the online system depending on the types and number of available devices.

**Types/Number of Devices**

		Teacher Computer (1/class)	Teacher Computer with Projector (1/class)	Student Computer (1/class)	Student Computer (2–10/class)	Student Computer (1/student)	Tablet or iPad (1/class)	Tablet or iPad (2–10/class)	Tablet or iPad (1/student)
Selection	Suggestions for Use								
	Whole Group		•			•			•
	Small Group	•	•	•	•	•	•	•	•
Selected Response	Stations			•	•		•	•	
	Whole Group		•			•			•
	Small Group	•	•	•	•	•	•	•	•
	Stations			•	•		•	•	
Constructed Response	Individual Practice			•	•	•	•	•	•
	Tutorials	•	•	•	•	•	•	•	•
	Whole Group		•			•			•
	Small Group	•	•	•	•	•	•	•	•
	Stations			•	•		•	•	
	Individual Practice			•	•	•	•	•	•
	Tutorials	•	•	•	•	•	•	•	•



Types/Number of Devices

	Suggestions for Use	Types/Number of Devices							
		Teacher Computer (1/class)	Teacher Computer with Projector (1/class)	Student Computer (1/class)	Student Computer (2–10/class)	Student Computer (1/student)	Tablet or iPad (1/class)	Tablet or iPad (2–10/class)	Tablet or iPad (1/student)
Creative Response	Whole Group		•			•			•
	Small Group	•	•	•	•	•	•	•	•
	Stations			•	•		•	•	
	Individual Practice			•	•	•	•	•	•
	Tutorials	•	•	•	•	•	•	•	•
Homework	Whole Group		•			•			•
	Individual Practice			•	•	•	•	•	•
	Tutorials	•	•	•	•	•	•	•	•
Parent Activity	Whole Group		•			•			•
	Small Group	•	•	•	•	•	•	•	•
	Tutorials	•	•	•	•	•	•	•	•

## Progress Monitoring

*Total Motivation Reading*™ solicits a variety of student responses (e.g., selected response, open response, constructed response, extended response, graphic organizers, writing samples, and activities) to determine overall student mastery of content. When teachers assign activities using the online system, student answers are recorded.

Selected-response items are graded by the online system.

Open-response items are graded in the system by the teacher.

Teachers may choose to grade assignments completed in the student edition and enter the grades into the online system.

All data collected for the assignments are housed within the progress monitoring system. To simplify data analysis, the online system provides a report that calculates performance for each question coded to a particular standard. In addition, teachers have access to individual student and class data by assignment and content standard. In addition, teachers have access to individual student and class data by assignment and content standard. Teachers rely on the data reports generated by the progress monitoring system to continually adjust instruction to meet the needs of students. By utilizing the online progress monitoring system:

Students benefit from feedback for each standards-based activity completed.

Students are given individualized feedback to allow for immediate recovery from errors and to determine next steps for learning.

Students have an opportunity to examine data and to set learning goals based on individual performances.

Students are provided a component for taking risks within the online system without fear of embarrassment among peers.

Teachers use the data to appropriately plan future instruction and/or interventions.



## Unit Instructional Plans

### **Getting Started**

Introduction  
Building Background Knowledge  
Suggested Formative Assessment  
Suggested Unit Content Literature

### **Vocabulary Focus**

Selection-Specific Vocabulary/TEKS Vocabulary  
Vocabulary Activities  
Suggested Formative Vocabulary Assessment

### **Unpacking the TEKS**

TEKS Focus/Reporting Category/Explanation of TEKS  
Instructional Activities  
Suggested Formative Assessment

### **Assessment of TEKS**

Answer Key with TEKS, Reporting Categories,  
DOK Levels, Bloom's Original/Revised, ELPS

### **Interventions**

TEKS Focus  
Intervention Activities

### **Constructed-Response Formative Assessments**

Critical Thinking Suggested Responses  
Creative Thinking Suggested Responses  
Journal Prompt Suggested Responses

### **Homework Assessment**

Answer Key with TEKS, Reporting Categories,  
DOK Levels, Bloom's Original/Revised, ELPS

### **Performance Task Assessment**

TEKS Focus  
Performance Task  
Performance Task Steps  
Scoring Criteria

## Getting Started

(student pages 7–16)

### Introduction

“The Turquoise Ring” is a dramatic selection in a modern-day setting that details an everyday happening for Rosita, the main character. As a result of the experience, Rosita learns a valuable lesson about friendship. A cross-curricular connection for this unit might focus on serving others or solving problems.

### Building Background Knowledge

Introduce this unit by having students work in groups to read and analyze a drama. Guide students as they identify the structural elements (e.g., scenes, cast of characters, setting, descriptions, dialogue, stage directions).

(TEKS: 4.5, 4.29, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)3.E, (c)4.F, (c)4.G, (c)4.H, (c)4.K)

### Suggested Formative Assessment

Display the structural elements of drama. Have students define the elements using their own words. Review student responses to determine individual student understanding of terms specific to the structural elements of drama.

(TEKS: 4.5, DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*The Art of Native American Turquoise Jewelry (Crafts of the World)* – Ann Stalcup

*A Heart Full of Turquoise: Pueblo Indian Tales* – Joe Hayes

*Turquoise (Gems: Nature’s Jewels)* – Eric Ethan

*You Can Find Gold With a Metal Detector: Prospective and Treasure Hunting* – Charles Garrett & Roy Lagal

*Arf and the Metal Detector* – Philip Wooderson

*Eight Plays for Children* – Edited by Coleman A. Jennings

*Theatre for Young Audiences: 20 Great Plays for Children* – Edited by Coleman A. Jennings

*Theatre for Children: A Guide to Writing, Adapting, Directing, and Acting* – David Wood with Janet Grant

*Playmaking* – Daniel Judah Sklar

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



## Vocabulary Focus

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

### Selection-Specific Vocabulary

vendors*	metal detector
chimes	souvenir
etching	specialty
identical	treasures
keepsake	turquoise
merchandise	

### TEKS Vocabulary

conclusion
drama
elements of drama
inference
structural pattern of drama
understand

## Vocabulary Activities

### Definition BINGO

Provide students with blank BINGO cards. Have students record selection-specific or TEKS vocabulary words on the cards. As definitions are called, instruct students to cover corresponding terms. Winners are determined using the rules of BINGO.

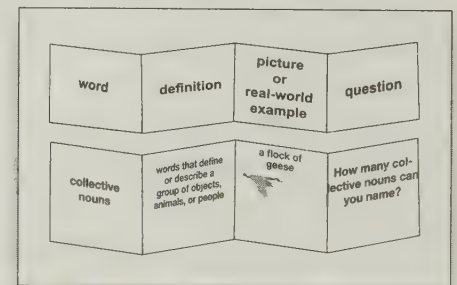
(TEKS: 4.2(B), 4.27, DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)4.F)

### Definition Books

Have students make bat fold books. Instruct students to write a selection-specific or TEKS vocabulary word on the front flap of the book, the definition on the second flap, an example or illustration that represents the meaning of the word on the third flap, and a problem or question related to the word on the last flap.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Bat Fold Book**



## Suggested Formative Vocabulary Assessment

Have students locate selection-specific words in context and write the meanings using their own words. Monitor and interact with students to determine their levels of understanding of vocabulary. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)4.G, (c)4.H)

## Unpacking the TEKS

### TEKS Focus 4.5(A)

#### Reporting Category 2-Supporting

*Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:*

*(A) describe the structural elements particular to dramatic literature.*

**Drama** is a literary work that tells a story through action and speech and is intended to be performed. Dramas contain a storyline written in the form of dialogue, or lines, spoken by characters. Dramas also include the elements of setting, cast of characters, plot events, scenes, descriptions, and stage directions.

**Cast of characters** – the actors in a drama

**Setting** – the time, place, and circumstances in which a drama takes place

**Descriptions** – the words detailing how dialogue should be spoken and actions characters should perform; usually written in parentheses

**Dialogue** – the words spoken by the characters or actors; when written the words are preceded by the characters' names

**Stage directions** – the descriptive comments that provide information about the dialogue, setting, and action; usually written in brackets

**Scene** – the unit of a drama that describes the action that takes place in a single setting

#### Instructional Activities

##### *Act It Out!*

Provide drama texts to small groups of students. Allow groups to assign parts, practice, and present the dramas to classmates. Provide props and stage set possibilities. During the presentations, direct audience members to note the common observed elements from the dramas. Debrief students' findings at the conclusion of the dramatic presentations.

*(TEKS: 4.5(A), 4.27, 4.28, 4.29, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.H, (c)3.I)*

##### *From Book to Drama*

Read chapter books to students. Assign chapters to small groups. Guide students to write dramatic adaptations of the assigned chapters. Support students as they include all necessary dramatic elements, locate props, and determine stage sets. Have students perform entire books as each group acts out assigned chapters. As audience members observe the presentations, encourage students to record likenesses and differences of the original texts and the dramatic presentations. At the conclusion of the performances, direct students to record all likenesses and differences in organized paragraphs.

*(TEKS: 4.5(A), 4.27, 4.28, 4.29, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

#### Suggested Formative Assessment

Provide students with dramatic selections. Have students label and define the parts of the dramas. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

*(TEKS: 4.5(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.K, (c)5.G)*



**Assessment of TEKS**

(student pages 11–12)

TEKS addressed in the selection

4.2(B), 4.3(A), 4.5, 4.5(A), 4.8(A), 4.14, Figure 19(D), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	F	4.3(A) Fig. 19(D)	2-Supporting	3	Comprehension/Understand	(c)4.J
3	B	4.5(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
4	J	4.5 Fig. 19(E)	2-Supporting	2	Comprehension/Understand	(c)4.I
5	B	4.5(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
6	H	4.5 Fig. 19(D)	2-Supporting	2	Comprehension/Understand	(c)4.J
7	C	4.5(A) Fig. 19(D)	2-Supporting	3	Comprehension/Understand	(c)4.J
8	G	4.5(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
9	A	4.8(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
10	J	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.5(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****On the Spot**

Provide unfinished dramatic scenarios to small groups of students. Allow students to complete and perform the dramas for audiences, citing evidence from the original texts for their additions.

(TEKS: 4.5(A), 4.27, 4.28, 4.29, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)3.D, (c)3.E, (c)3.G, (c)3.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Drama Puzzler**

Cut apart dramatic selections, including the parts of the dramas that represent each of the structural elements. Have students reassemble the dramas and identify and define the elements.

(TEKS: 4.5(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)4.F, (c)4.G, (c)4.H, (c)4.K)

**Web It!**

Provide small groups of students with common dramatic texts. Have students read the texts and complete group web graphic organizers to identify the elements of the drama. Guide students to place the title of the drama in center circles and the elements in outer circles (e.g., *Setting*, *Cast of characters*, *Problem*, *Solution*, *Number of scenes*, *Example of dialogue*, *Example of stage direction*, *Example of description*).

(TEKS: 4.5(A), 4.27, 4.28, 4.29, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.C, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.E, (c)4.D, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 13–14)

**Knowledge/Remember**

Mr. Mendosa owns a pawn shop.

(TEKS: 4.5, DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include the ring has a turquoise stone that falls over the side of the ring like a waterfall.

(TEKS: 4.8, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience about a lost item.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include Rosita and her mother might not have known about Mr. Mendosa and the metal detector and might not have found the ring, they would have tried to determine another way to find the ring.

(TEKS: 4.5, 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle a choice and provide a reasonable explanation.

(TEKS: 4.19(A), 4.18(C), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should relate to the events of the drama.

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 15)

**Motivation Station**

Students use dictionaries to answer questions 1–8. Answers may vary based on the dictionaries used by students.

(TEKS: 4.2(E), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience with a situation that caused nervousness.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 16)

The Homework is an informational selection on the topic of metal detecting. A cross-curricular connection for this selection might focus on simple and complex machines.

**TEKS addressed in the Homework**

4.2(B), 4.11(A), 4.11(C)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	G	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
3	D	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.16(A), 4.20, 4.21, 4.22

**Performance Task**

Write a drama that recreates a personal experience from which you learned an important lesson. Within your drama include the structural elements that contribute to the meaning of the drama.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.C, (c)1.H, (c)5.G)

**Performance Task Steps**

1. Read "The Turquoise Ring."
2. Brainstorm personal experiences that might provide the plot for an interesting drama. Determine which experience you will use as the basis for your drama.
3. Use a graphic organizer to record recollections and important details about your experience, including time and place, the people involved, and the sequence of events.
4. Answer questions about your task.
  - What lesson does Rosita learn in "The Turquoise Ring"?
  - How does the author communicate the lesson using dramatic elements?
  - Which structural elements will you use to organize your drama and successfully communicate your experience and lesson learned?
5. Plan and write your drama.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Elaboration, Language and Conventions, Communication of Lesson, Use of Dramatic Elements.

## Getting Started

(student pages 17–26)

### Introduction

“Get Media Smart” is an informational selection that explains the media’s use of advertisements to persuade or to influence consumers. A cross-curricular connection for this unit might focus on the impact of advertising on consumers.

### Building Background Knowledge

Provide students with newspaper or magazine advertisements. Instruct pairs of students to study the advertisements and to discuss the intended messages located in the ads. Have partners share their advertisements and interpretations with the class.

(TEKS: 4.14(A), 4.14(B), Figure 19(A), Figure 19(C), DOK: 3, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.E, (c)4.F, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

### Suggested Formative Assessment

Display an advertisement. Have students record the intended message of the advertisement. Review student responses to determine individual student understanding of messages in the media.

(TEKS: 4.14(A), 4.14(B), DOK: 3, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*The Berenstain Bears and the Trouble with Commercials* – Stan & Jan Berenstain with Mike Berenstain

*Big Fat Lies: Advertising Tricks* – John Burstein

*Coming Distractions: Questioning Movies* – Frank W. Baker

*Virtually True: Questioning Online Media* – Guofang Wan

*TV Takeover: Questioning TV* – Guofang Wan

*Pretty in Print: Questioning Magazines* – Stergios Botzakis

*Made You Look: How Advertising Works and Why You Should Know* – Shari Graydon

*Advertising (High Interest Books: American Pop Culture)* – Bess Milton

*Advertising (Media Story)* – Susan Wake

*The Ultimate Commercial Book for Kids and Teens: The Young Actors’ Commercial Study-guide! (Hollywood 101)*  
– Chambers Stevens

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

manipulate*	graphics	advertisement technique	meaning
media*	image	analyze	media
advertisement	influence	consumer	negative impact
consumer	limit	genre	positive impact
decisions	literate	graphic	sound
exaggerates	message	image	word
gender	packaging	impact	

**Vocabulary Activities****Racing to Words**

Call selection-specific or TEKS vocabulary words and have students race to locate the words in digital or print dictionaries. Direct students to record the meanings of the words, draw pictorial representations, and stand when finished. Ask students to share words and meanings.

(TEKS: 4.2(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Give Me a Hint**

Clip selection-specific or TEKS vocabulary cards on the backs of students. As students move about the room, instruct classmates to provide hints about the meanings of words placed on students' backs. Direct students to verify words with the teacher.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)3.D, (c)3.H, (c)4.F)

**Suggested Formative Vocabulary Assessment**

Have students write questions that can be answered with specified selection-specific or TEKS vocabulary terms. Use student questions to correct misunderstandings and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

## Unpacking the TEKS

### TEKS Focus 4.14

#### Reporting Category 3-Supporting

*Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.*

The purpose of **media** is to entertain, to give information, to persuade, or to influence the behavior of the audience to purchase a product or service. Media can be presented in real time, found in print or nonprint sources, or viewed on screen. The forms of media include newspapers, magazines, websites, video games, billboards, e-mails, web-based articles, televised news, television commercials, print advertisements, radio, photographs, and music. Media uses **words, graphics, images, and/or sounds** to send both clear and hidden messages and to impact meaning. The producers of media use various design techniques (e.g., font shape and size, color, pacing, close-ups, music) to influence the message of the media. Communication changes from one genre of media to another. The use of formal language and informal language can also be used to impact the meaning of the media. When students become media literate, they develop the skills to understand and analyze the media rather than allow the media to control their thoughts and actions.

#### Instructional Activities

##### *Study the Ad*

Display print advertisements for students to analyze using the following questions.

- Who may have paid for this advertisement?
- Who might enjoy viewing this advertisement?
- What does the advertisement try to sell or cause the viewer to believe? What is the clear message of the advertisement?
- What is the hidden message of the advertisement? Is the language formal or informal?
- Is the advertisement an example of healthy or unhealthy media?

(TEKS: 4.14(A), 4.14(B), Figure 19(B), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.G, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.E, (c)3.G, (c)3.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

##### *Similarities and Differences*

Have students view two television advertisements. Instruct students to use Venn diagrams to determine the similarities and differences. Encourage students to observe the products, music, characters, humor, voices, and language. After completing the organizers, have students discuss findings and determine the messages within the advertisements.

(TEKS: 4.14(A), 4.14(B), 4.14(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.E, (c)3.G, (c)3.H, (c)3.J, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

#### Suggested Formative Assessment

Provide print or digital sources of media for students to analyze. Ask students to name the audible, visual, and written techniques used within the media. Ask students to evaluate the techniques and language by determining their impact on the purposes of informing, persuading, or entertaining audiences. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.14(A), 4.14(B), 4.14(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)



**Assessment of TEKS**

(student pages 21–22)

TEKS addressed in the selection

4.2(B), 4.11(A), 4.11(C), 4.11(D), 4.14

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	F	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
3	D	4.11(D)	3-Readiness	2	Analysis/Analyze	(c)4.K
4	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
5	C	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
6	F	4.11(D)	3-Readiness	2	Analysis/Analyze	(c)4.K
7	B	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
8	J	4.14	3-Supporting	2	Application/Apply	(c)4.I
9	C	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
10	F	4.14	3-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.14**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Healthy and Unhealthy Media**

Direct students to produce words and illustrations that are examples of healthy and of unhealthy media. Allow students to share their drawings and present explanations of the products. Ask audience members to identify the messages as healthy or unhealthy and support their identifications. (TEKS: 4.14(A), 4.14(B), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.C, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.E, (c)3.F, (c)3.G, (c)3.H, (c)3.J, (c)4.F, (c)4.G, (c)4.K, (c)5.G)

**Photographs Talk**

Display print or digital photographs. Use the *Think Aloud* strategy to guide students as they interpret and analyze the photographs to determine their messages and the techniques and language used to present these messages. Guide students to extend their thinking by discussing ways the messages within the photographs could be altered if the techniques were changed. (TEKS: 4.14(A), 4.14(B), 4.14(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)2.D, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)3.D)

**View the Clip**

Have students view video clips about topics, actions, or ideas. Instruct students to work in small groups to determine if the language is formal or informal, if the messages are positive or negative, and how the design techniques impact meaning. Require students to cite evidence to support their responses. (TEKS: 4.14(A), 4.14(B), 4.14(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.G, (c)1.H, (c)2.D, (c)2.E, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.E, (c)3.F, (c)3.G, (c)3.H, (c)3.J, (c)4.G, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 23–24)

**Knowledge/Remember**

Student responses include three of the following: images, graphics, words, colors, sounds.

(TEKS: 4.14(A), 4.14(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include media comes in different forms, information in any form can be changed to tempt the consumer or customer to purchase a product or to perform an action, questions can be used to determine the meaning of the media's message.

(TEKS: 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include the use of the selection in making future purchases.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include the media influences them to buy, say, or do something, sometimes these actions are not positive choices.

(TEKS: 4.14(A), 4.14(B), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle a choice and give a reasonable justification.

(TEKS: 4.19(A), 4.18(C), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include words and images appropriate for a commercial.

(TEKS: 4.14, 4.18(C), 4.19, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 25)

**Motivation Station**

Answers may vary. Student responses include specific products and creative slogans.

(TEKS: 4.16(B), 4.19, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience of being influenced by the media.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 26)

The Homework is an informational selection that discusses logos used by companies. A cross-curricular connection for this selection might focus on advertising techniques.

**TEKS addressed in the Homework**

4.2(B), 4.11(A), 4.11(C)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	J	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	D	4.11(C)	3-Readiness	2	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.15, 4.19, 4.20, 4.21, 4.22, 4.25, 4.26, 4.28(A)

**Performance Task**

Create and present an advertisement, in any form, that might be used to encourage students to enroll in your school.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.I, (c)3.D, (c)3.G, (c)3.H, (c)3.I, (c)5.G)

**Performance Task Steps**

1. Read "Get Media Smart" and the Homework selection.
2. Research digital and print advertisements for schools.
3. Brainstorm and list positive points about your school.
4. Survey classmates and staff to gather positive information about your school.
5. Answer questions about your task.
  - How might the questions from "Get Media Smart" help you plan your advertisement?
  - What message will you use to influence students to attend your school?
  - What form of advertisement will you use to communicate this message?
  - What details from your research will you include in your advertisement?
6. Create your advertisement. Plan and practice your presentation.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Effective Persuasive Techniques, Creativity, Appeal of Visual and Oral Presentation, Organization.

## Getting Started

(student pages 27–34)

### Introduction

“Yes, I Can!” is a literary nonfiction selection that describes the life of Charles Boswell. A cross-curricular connection for this unit might focus on people who overcome challenges or who provide services to others.

### Building Background Knowledge

Introduce this unit by discussing the effects of blindness. Allow partners to participate in *Trust Walks*. Direct Partners A to guide blindfolded Partners B around the classroom or campus. Allow partners to exchange roles. Have students debrief their experiences and explain ways their personal lives might change if they were blinded.

(TEKS: 4.13(A), 4.29(A), Figure 19(A), Figure 19(C), DOK: 3, Bloom’s/RBT: Application/Apply, ELPS: (c)1.A, (c)1.F, (c)2.D, (c)2.G, (c)2.H, (c)3.D, (c)3.H)

### Suggested Formative Assessment

Have students complete T-charts labeled *Guiding, Being Guided* to compare the experiences from the Building Background Knowledge activity. Review student responses to determine individual student understanding of the challenges a blind person might face.

(TEKS: 4.18, DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Seeing Lessons: The Story of Abigail Carter and America’s First School for Blind People* – Spring Hermann

*Helen Keller* – Harriet Castor and Nick Ward

*Out of Darkness: The Story of Louis Braille* – Russell Freedman

*Tangerine* – Edward Bloor

*One-Handed Catch* – M J Auch

*Top 10 Physically Challenged Athletes* – Jeff Savage

*Athletes With Disabilities* – Deborah Kent

*Playground Lessons - Friendship & Forgiveness: Harley and His Wheelchair* – Brent Poppen

*Wheelchair Champions: A History of Wheelchair Sports* – Harriet May Savitz

*The Breakaway Kid* – Ben Atkins

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



## Vocabulary Focus

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

### Selection-Specific Vocabulary

caddy*	dedication
challenges*	determines
accomplishment	fairway
achieve	green
adventure	inspiration
attitude	professional
commitment	putt
course	support

### TEKS Vocabulary

author's message
information
logical order
meaning
summarize
text

### Vocabulary Activities

#### *The Word Is...*

Call selection-specific or TEKS vocabulary words and record them in sentences that demonstrate their meanings. Ask students to use their own words to provide definitions of the called words.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)4.F, (c)5.G)

#### *Vocabulary Concentration*

Prepare a set of selection-specific or TEKS vocabulary cards for the game *Concentration*. In turn, have students reveal words and definitions to form matches. When matches are made, direct students to use words in meaningful sentences.

(TEKS: 4.2(B), 4.28, DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F)

### Suggested Formative Vocabulary Assessment

Provide the following stem: *What would the word \_\_\_\_\_ mean to \_\_\_\_\_?* Use the selection-specific vocabulary words to complete the first blank of the stem and appropriate persons in the second blank of the stem in order to determine the connection between a person and a word (e.g., *What would the word inspiration mean to a teacher, your parent, you, or Charles Boswell?*). Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

## Unpacking the TEKS

### TEKS Focus Figure 19(E)

#### Reporting Category 2-Supporting

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:*

*(E) summarize information in text, maintaining meaning and logical order.*

A **summary** is an account of the important ideas in a text in the order they are presented. When writing summaries, students tell or write briefly about these ideas using their own words.

The purpose of a summary is to highlight the most important ideas in a literary text. A good summary includes setting, main characters, important plot events, problem, resolution, and statement of the theme or message. Summaries are written using the logical order of events as presented in the text. Use the following steps as you guide students through the process of writing summaries.

- Read the entire selection and ask, "What is the selection mainly about?"
- Identify and describe the setting.
- Identify and describe the main characters.
- Identify and describe the important events.
- Identify and describe the problem and how it is solved.
- Write a statement of the theme or message.
- Reread the selection and note the order of events and the details that support the identification of the setting, main characters, important events, problem, solution, and theme.
- Write the summary, focusing on the identified information.

### Instructional Activities

#### *Retell the Story*

Provide sticky notes for students to record important events and details as they read literary selections. Ask students to place the notes in the order the events occur. Guide students to use the sticky notes to retell the selections and to write summaries.

*(TEKS: Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)3.D, (c)3.F, (c)3.H, (c)4.D, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

#### *Map the Summary*

Have students complete story maps as they read literary selections. Instruct students to use the story maps as they retell and summarize the literary selections. Story maps should include the following elements.

- |                         |                    |
|-------------------------|--------------------|
| • Name of the Selection | • Problem/Solution |
| • Setting               | • Plot Events      |
| • Characters            | • Theme/Lesson     |

*(TEKS: Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)3.D, (c)3.F, (c)3.H, (c)4.D, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

### Suggested Formative Assessment

Have students listen to read alouds of literary selections and write summaries. In one-on-one conferences, have students share their summaries and discuss their thinking. Use student responses to clarify misconceptions and to plan further instruction or interventions.

*(TEKS: 4.27, 4.28, Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.I, (c)3.D, (c)3.F, (c)3.H, (c)5.G)*



**Assessment of TEKS**

(student pages 29–30)

TEKS addressed in the selection

4.2(B), 4.2(E), 4.7, 4.8, 4.14, Figure 19(D), Figure 19(E)

Selected-Response Assessment

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.7 Fig. 19(D)	1-Supporting	3	Comprehension/Understand	(c)4.J
2	H	4.7 Fig. 19(D)	1-Supporting	3	Comprehension/Understand	(c)4.J
3	C	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F
4	F	4.7 Fig. 19(E)	1-Supporting	2	Comprehension/Understand	(c)4.I
5	A	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
6	J	4.8	2-Supporting	2	Analysis/Analyze	(c)4.K
7	B	4.7 Fig. 19(D)	1-Supporting	3	Comprehension/Understand	(c)4.J
8	G	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
9	D	4.7 Fig. 19(D)	1-Supporting	2	Comprehension/Understand	(c)4.J
10	H	4.14	2-Supporting	2	Application/Apply	(c)4.I
11	A	4.7	1-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions**

TEKS Focus Figure 19(E)

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities***Five to Summarize*

Following the reading of poems, dramas, or biographies, have students work in groups to brainstorm 20 words that relate to the selections. Ask students to choose the five most important words from the lists. Instruct students to use those five words to write group summaries of the selections.

(TEKS: 4.18(A), 4.27, 4.29, Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)3.D, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)5.G)

*Note the Events*

Show videos of novels from a list of acceptable selections. Ask students to record notes as they view the videos. Have students use the notes to write summaries. Extend learning by having students read the novels depicted in the videos and write summaries of the novels. Instruct students to compare the summaries and identify likenesses and differences between the videos and the novels.

(TEKS: 4.18(A), 4.27, Figure 19(E), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)2.D, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 31–32)

**Knowledge/Remember**

baseball, football

(TEKS: 4.7, DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include Boswell lost his sight when the army tank in which he was riding caught fire, he returned to the tank to rescue a wounded soldier, the tank exploded.

(TEKS: 4.7, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include an explanation of how a positive attitude can be demonstrated.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include Boswell demonstrates an example of overcoming challenges, keeping a positive attitude, serving others.

(TEKS: 4.7, 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle a choice and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include advice that relates to the selection.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 33)

**Motivation Station**

Answers may vary. Students record two difficult situations with positive outcomes.

(TEKS: 4.17(A), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience of facing a challenge.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 34)

The Homework is an informational selection about adaptive devices for the blind. A cross-curricular connection for this selection might focus on adaptations for those with other disabilities.

**TEKS addressed in the Homework**

4.2(B), 4.11(A)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	B	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Create an adaptation of a sport or game that might be used by a person with a disability. Prepare a written report and oral presentation/demonstration that explains the adaptation you have designed.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)3.D, (c)3.G, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Yes, I Can!" and the Homework selection.
2. Research adaptations of sports or games that allow disabled persons to participate. Use this information to gain a general understanding of types of disabilities and current adaptations that allow disabled persons to participate in sports or games.
3. Research the disability and game or sport for which you will create an adaptation. Record notes or sketches to plan your game or sport using the adaptation.
4. Answer questions about your task.
  - How was the game of golf adapted for Charles Boswell?
  - How might your adaptation change the sport or game in order to address the needs of a person with your focus disability? Why are the changes needed?
  - How might a disabled person benefit from the adaptation while playing your game or sport?
5. Prepare your oral presentation and demonstration.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Response to Task, Organization of Thought, Ability to Communicate, Clarity of Demonstration.

## **Getting Started**

(student pages 35–44)

### **Introduction**

This unit contains an informational selection that explains the history of the oil industry in Texas. A cross-curricular connection for this unit might focus on the importance of industry in the development of early Texas.

### **Building Background Knowledge**

Display the words *Black Gold*. Guide students in a discussion to discover that oil is sometimes known as *black gold* and determine why this term is appropriate for oil. Working with partners, have students complete a K–W–L chart. In the *K* column, ask students to write facts they know about oil and its importance to Texas. In the *W* column, have students write what they want to know about oil. At the conclusion of the unit, allow students to record what they have learned in the *L* column.

(TEKS: 4.18, 4.29(A), Figure 19(A), Figure 19(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)3.E, (c)5.G)

### **Suggested Formative Assessment**

Have students create booklets that contain facts about oil and its importance in Texas. Review student responses to determine individual student understanding of recording information that accurately represents the topic.

(TEKS: 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

### **Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Cattle and Oil: The Growth of Texas Industries* – Trisha James

*The Spindletop Gusher: The Story of the Texas Oil Boom* – Carmen Bredeson

*Texas (Eyewitness Books)* – Simon Adams & David Murdoch

*Oil (Groundwork Guides)* – James Laxer

*Oil, Steel, and Railroads: America's Big Businesses in the Late 1800s* – Jesse Jarnow

*Oil Rig Roughneck (Cool Careers)* – Geoffrey M. Horn

*Oil: The Economics of Fuel* – Joann Jovinelly

*Oil (True Books: Natural Resources)* – Christin Ditchfield

*DK Eyewitness Books: Oil* – John Farndon

*How to Start a Business for Kids!* – The Smith Brothers

*Maddie Bradshaw's You Can Start a Business, Too!* – Maddie Bradshaw

*Better Than a Lemonade Stand!: Small Business Ideas for Kids* – Daryl Bernstein

*Girls and Young Women Entrepreneurs: True Stories about Starting and Running a Business, Plus How You Can Do It Yourself* – Frances A. Karnes, Ph.D. and Suzanne M. Bean, Ph.D.

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

impact*	fund	rural	context
industrialization*	geologist	seeping	definition
boom	gushed	society	in-sentence definition
boomtowns	historical	substance	in-sentence example
dependent	industry	transcript	meaning
development	oil field	unearthed	multiple meaning word
discovery	oil refinery	urbanization	sentence
established	prosperous	waterproofed	vocabulary
exchange	residents		

**Vocabulary Activities****Read My Mind**

Provide students with word banks of selection-specific or TEKS vocabulary words. Have students guess words as clues are given. Instruct students to label guesses with 1, 2, 3, etc. Suggested clues for \_\_\_ are: 1 – The word has \_\_\_ letters. 2 – The word begins with \_\_\_. 3 – The word ends with \_\_\_. 4 – The definition of the word is \_\_\_. After four clues are given, survey the class asking: Who has \_\_\_ for #1? Who has \_\_\_ for #2? Who has \_\_\_ for #3? Who has \_\_\_ for #4? Continue the activity until all words have been played.

(TEKS: 4.2(B), 4.27, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)4.F, (c)5.G)

**I Read, You Write**

Working in small groups, provide students with sets of selection-specific or TEKS vocabulary cards with words written on one side of cards and definitions written on reverse sides. Have one student pull a card and read the definition. Instruct remaining students to write words that match the read definition. Groups receive one point for each correct response. Continue the activity until all sets have been played.

(TEKS: 4.2(B), 4.27, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with markers, paper, and several vocabulary words. Instruct students to create posters using words and visuals that represent the assigned selection-specific or TEKS vocabulary words. Allow students to post visual displays. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

## Unpacking the TEKS

### TEKS Focus 4.2(B)

#### Reporting Category 1-Readiness

*Students understand new vocabulary and use it when reading and writing. Students are expected to:*

*(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.*

**Multiple meaning words** are words that have several meanings. The specific meaning for the word is determined based on how, where, or in what way the word is used within the context. Context clues are hints about the meaning of a word found by reading the words around the word in the same sentence or paragraph. In-sentence examples or definitions are often found as context clues that provide information about an unknown word. The following are examples of context clues.

**Synonym** – a word that has the same or nearly the same meaning as another word

**Antonym** – a word that has the opposite meaning of another word

**Example clues** – phrases or words that define or explain an unknown word

**Explanations, definitions, or descriptions** – words within context that explain, define, or describe an unknown word

#### Instructional Activities

##### *Brainstorming Multiple Meaning Words*

Have students brainstorm and post words with multiple meanings. Ask students to identify meanings of the words and record the meanings on the chart. Allow students to call on other students to use the words in meaningful sentences.

*(TEKS: 4.2(B), 4.28, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)*

##### *Detective Work*

While reading texts, have students locate and record multiple meaning words in reading logs. Instruct students to use print or digital sources to locate and record definitions of the words. Direct students to place an asterisk beside the definition that best matches the meaning of the word as used in the context where the word was first located.

*(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)*

#### Suggested Formative Assessment

Provide students with paragraphs that contain multiple meaning words. Instruct students to write meaningful sentences that represent the meanings of the words as they are used in context. Use student responses to correct comprehension errors and to plan further instruction or interventions.

*(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)*



**Assessment of TEKS**

(student pages 38–40)

TEKS addressed in the selection

4.2(B), 4.2(E), 4.10, 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.14

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
2	J	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	D	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
4	F	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
5	C	4.11(C)	3-Readiness	2	Analysis/Analyze	(c)4.K
6	G	4.11(D)	3-Readiness	2	Analysis/Analyze	(c)4.K
7	A	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
8	H	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
9	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
10	G	4.14	3-Supporting	2	Application/Apply	(c)4.I
11	B	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
12	F	4.14	3- Supporting	2	Analysis/Analyze	(c)4.K
13	A	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F

**Interventions****TEKS Focus 4.2(B)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Unknown Words**

Ask students to record unknown words as they encounter them during independent reading. Have students locate the meanings of the words using print or digital sources. Instruct students to write sentences with context clues to help them remember the meanings of the words.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Vocabulary Flip Books**

Have students create vocabulary flip books with three sections. Instruct students to write vocabulary words in first sections, definitions of words in second sections, and meaningful sentences in third sections.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Dictionary Entries**

Display dictionary entries of words with multiple meanings. Display sentences that contain the words and match the different meanings. Have students match the sentences to the appropriate definitions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 41–42)

**Knowledge/Remember**

near Beaumont, Texas

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include urbanization occurs when cities experience growth due to the need for building and organizing businesses, schools, government, churches, and hospitals.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience about a new discovery.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include if oil was discovered on my property, my land would become crowded with machinery and workers working day and night, people would want to visit the oil field and see it first-hand, the landscape would be changed.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students select a ranking and provide a reasonable support for the ranking.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a plan for a discovery, event, invention, etc. that promotes the growth of the school.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 43)

**Motivation Station**

1. Answers may vary.
2. Answers may vary.
3. Students should place an oil derrick at (1,3).
4. Answers may vary.
5. Students should place an X at (2,5).

(TEKS: Social Studies 4.6(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience in which one's ability to achieve a goal was doubted by others.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)



**Homework Assessment**

(student page 44)

The Homework contains a brief biography of the life of Conrad Hilton. A cross-curricular connection for this selection might focus on businessmen who were important to the early development of Texas.

**TEKS addressed in the Homework**

4.7, Figure 19(E)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
2	H	4.7	1-Supporting	2	Analysis/Analyze	(c)4.K
3	D	4.7 Fig. 19(E)	1-Supporting	2	Comprehension/Understand	(c)4.I
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Develop a plan for a business that is needed in your community. Include the resources needed for your company. Prepare and deliver a presentation that would be appropriate for your community city council.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.G, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "A Booming Impact" and the Homework selection.
2. Brainstorm businesses that are lacking in your community or a business that you would like to add to your community. Determine the business for which you will develop a plan.
3. Gather information about resources needed to start and operate that business.
4. Answer questions about your task.
  - What businesses were needed in boomtowns?
  - What business would benefit the people in your community?
  - What resources are needed to develop the business?
  - How will you operate your business to be successful and to provide for a need in your community?
  - What details will you include in your proposal?
5. Develop and present the plan for your business, including its benefit for the community.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Response to Task, Organization of Plan, Clarity of Presentation, Accuracy of Information.

## Getting Started

(student pages 45–54)

### Introduction

“The Lost and Found Dog” is a literary fiction selection that contains embedded persuasive elements. The main character, Ben, develops a plan to persuade his parents to allow him to keep a dog he finds. A cross-curricular connection for this unit might focus on caring for pets or on responsibility.

### Building Background Knowledge

Introduce this unit by having students read two persuasive texts: one supporting the ownership of pets and one against the ownership of pets. Have students share personal experiences about owning and caring for pets.

(TEKS: 4.12(A), 4.28, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.G, (c)3.H)

### Suggested Formative Assessment

Have students complete T-charts labeled *Benefits*, *Challenges* in regard to owning pets. Review student responses to determine individual student understanding of the responsibilities of owning pets and the ability to consider two sides of an issue.

(TEKS: 4.18(A), DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.H, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Dogs for Kids: Everything You Need to Know About Dogs* – Kristin Mehus-Roe

*Shelter Dogs: Amazing Stories of Adopted Strays* – Peg Kehret

*A Room with a Zoo* – Jules Feiffer

*Love That Dog* – Sharon Creech

*My Dog, My Hero* – Betsy Byars, Betsy Duffey, and Laurie Myers

*Cool Pets! (Far-Out and Unusual Pets Series)* – Alvin and Virginia Silverstein and Laura Silverstein Nunn

*Writing to Persuade (Write Like a Pro)* – Chris Nolan and Lauren Spencer

*Activities for Persuasive Writing for Ages 7-9 (Writing Guides)* – Jillian Powell

*Should We Have Pets?: A Persuasive Text* – Sylvia Lollis and Joyce W. Hogan

*A Step-By-Step Guide to Persuasive Writing (The Library of Writing Skills)* – Lauren Spencer

*Persuasive Writing (Grades 4-8)* – Tara McCarthy

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**

expression*	respect
persuaded*	responded
convince	responsible
impressed	stress

**TEKS Vocabulary**

conclusion	plot
elements of fiction	sequence
event	structural pattern of fiction
evidence	
future events	summarize
inference	understand
influence	

**Vocabulary Activities*****Predict the Meaning***

Teach students to use the following strategies to predict the meanings of words encountered while reading texts.

1. Skip an unknown word if it is not needed for comprehension purposes.
2. Use context clues to help understand unknown words or substitute a familiar word in its place.
3. Use print or digital references to locate meanings of words.

(TEKS: 4.2(B), 4.2(E), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F)

***Question Me***

Display selection-specific or TEKS vocabulary words. Say, "I'm thinking of a word." Allow students to ask yes or no questions about the vocabulary word and use the answers to the questions to identify the word. Repeat the process with additional words.

(TEKS: 4.2(B), 4.28, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)3.D, (c)3.F, (c)4.F)

**Suggested Formative Vocabulary Assessment**

Have students record suggested selection-specific or TEKS vocabulary words on index cards. As definitions are called, instruct students to raise matching cards. Use student responses to clarify misconceptions and to plan further instruction and interventions.

(TEKS: 4.2(B), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F)

## Unpacking the TEKS

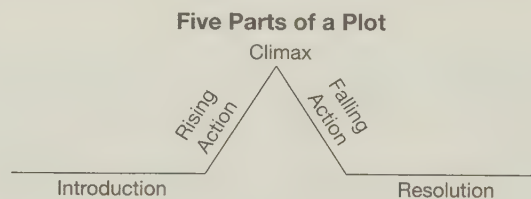
### TEKS Focus 4.6(A)

#### Reporting Category 2-Readiness

*Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:*

*(A) sequence and summarize the plot's main events and explain their influence on future events.*

The **plot** of a story is defined as the actions or events in a literary selection. The plot is usually arranged around a conflict solved by the main character. The events build to a climax, or turning point, before a resolution to the problem is discovered. The five parts of the plot are introduction, rising action, climax, falling action, and resolution. In the introduction, the author presents the characters, the setting, and the problem the characters must solve. The rising action provides the development of the problem. The climax is the most exciting part of the plot where the events reach a crisis or the moment of greatest conflict. The falling action occurs when the characters solve the problem. The resolution is the conclusion of the story and reveals the outcome of the resolved problem. Each part of the plot includes events that have the potential to influence future events. Authors often use the literary technique of foreshadowing to provide hints or clues to suggest these future events.



### Instructional Activities

#### *Out of Order*

Tell familiar stories with the events out of order to demonstrate how confusion occurs. Help students develop the understanding that one event gives rise to, or foreshadows, other events. Ask students to record the events in logical order by rewriting the stories or by recording the elements of the stories on a story map.

*(TEKS: 4.6(A), Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)5.G)*

#### *Sequence the Story*

Provide illustrations of events from familiar stories. Have students use the illustrations to sequence the stories. Pair students and direct them to retell the stories using the illustrations.

*(TEKS: 4.6(A), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.H)*

### Suggested Formative Assessment

After reading short stories, have students record details from the story to complete the *Five Parts of a Plot* diagram. Use student responses to clarify misconceptions and to plan further instruction or interventions.

*(TEKS: 4.6(A), 4.14, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*



**Assessment of TEKS**

(student pages 48–50)

TEKS addressed in the selection

4.2(B), 4.2(E), 4.3(A), 4.6, 4.6(A), 4.6(B), 4.6(C), 4.8, Figure 19(D), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	J	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
3	C	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
4	G	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
5	B	4.6(C)	2-Supporting	2	Analysis/Analyze	(c)4.K
6	H	4.8	2-Supporting	2	Analysis/Analyze	(c)4.K
7	A	4.6 Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
8	G	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F
9	C	4.6(A)	2-Readiness	3	Comprehension/Understand	(c)4.J
10	G	4.6(A) Fig. 19(E)	2-Readiness	2	Comprehension/Understand	(c)4.I
11	C	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
12	J	4.6(B) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J

**Interventions****TEKS Focus 4.6(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Analyze the Plot**

Read chapter books to students. At the end of chapters, ask students to make predictions about future events. Have students analyze how the authors advance the events in the stories. Discuss ways the authors use foreshadowing to give hints or clues to suggest future events.

(TEKS: 4.6(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.H)

**Plot Your Day**

Have students write daily events on time lines. Ask students to use time lines to write personal narratives. Instruct students to work with partners, read partners' stories, and provide feedback about the correlation of the stories to the time lines.

(TEKS: 4.6(A), 4.17(A), 4.29(A), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.H, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 51–52)

**Knowledge/Remember**

The dog is black with white spots on his face, he has a long, curly tail.

(TEKS: 4.6(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include develops responsibility, learns to care for others, learns respect for living things, reduces stress, promotes healthier lifestyle.

(TEKS: 4.19, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience of finding something that was lost.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

**Pros**

Ben will have a dog to  
walk and spend time with.  
Ben will enjoy the companionship.  
Ben will learn responsibility.

**Cons**

Ben will have to give up some of his free time  
to take care of his dog and exercise him.  
Ben will have to take the dog to the veterinarian  
for his shots and check-ups.  
Ben's parents will expect him to take full responsibility for the dog.

(TEKS: 4.18(C), 4.19, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle a rating and support the choice.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an original conclusion to the story.

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 53)

**Motivation Station**

Answers may vary. Student responses should include sketches that demonstrate literal meanings of the sentences.

(TEKS: 4.8, DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience when persuasion was used with a family member.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 54)

The Homework is an informational selection about the use of the word *dogs* in idioms. A cross-curricular connection might focus on using figurative language to add interest to writing.

**TEKS addressed in the Homework**

4.2(B), 4.13(B)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.13(B)	3-Supporting	2	Application/Apply	(c)4.I
2	H	4.13(B)	3-Supporting	2	Application/Apply	(c)4.I
3	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Create a brochure appropriate for the owner of a pet store to use to convince customers to purchase an unusual pet. Include visual elements to add interest to your brochure.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "The Lost and Found Dog."
2. Gather information about unusual pets and choose a pet about which you will create a persuasive brochure.
3. Use digital and print sources to study the organization of brochures that use persuasive elements.
4. Gather additional information about your unusual pet.
5. Answer questions about your task.
  - What persuasive techniques does Ben use that allow him to keep the lost dog?
  - What caused you to choose your unusual pet?
  - What are the pros and cons of owning your selected pet?
  - What persuasive techniques will you use to convince others to purchase your selected pet?
6. Plan and design your brochure.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Visual Interest, Organization, Language and Conventions, Accuracy of Information.

**Getting Started**

(student pages 55–62)

**Introduction**

This selection provides information about the water cycle and the need to conserve the limited supply of Earth's water. A cross-curricular connection for this unit might focus on cycles that are important in the lives of people.

**Building Background Knowledge**

Complete the simulation to create a cloud in a jar. Gather the following materials: black paper, gallon jar, colored warm water, matches, and a gallon-size bag of ice. Follow these steps. Tape the black paper on the back of the jar. Fill 1/3 of the jar with colored warm water. Light the match and hold it over the jar opening. After a few seconds, drop the match into the jar and cover the top of the jar with the bag of ice. Ask students to record their observations. Lead students in a discussion of their observations. Highlight important details in the discussion (e.g., Water vapor in the air rises and cools as it comes in contact with the air cooled by the ice. When the water molecules cool, their movement slows. The water molecules adhere to the particles of the smoke, enabling the observer to view the cloud.).

(TEKS: 4.27(B), 4.29(A), Figure 19(A), Figure 19(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

**Suggested Formative Assessment**

Have students write a response by describing when the simulation event is observed in nature and what information is learned from the simulation. Review student responses to determine individual student understanding of the processes within the water cycle.

(TEKS: 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*The Water Cycle (Science Foundations)* – Nikole Brooks Bethea

*The Environment: What Is the Water Cycle? What Is the Greenhouse Effect?* – Michael Allaby

*The Water Cycle* – Theresa Greenaway

*The Water Cycle (Nature Cycles)* – Sally Morgan

*The Life and Times of a Drop of Water: The Water Cycle* – Angela Royston

*Saving Water (Help the Environment)* – Charlotte Guillain

*Water: The Fate of Our Most Precious Resource* – Marq de Villiers

*Persuasive Writing* – Tara McCarthy

*You Can Write a Terrific Opinion Piece (First Facts: You Can Write)* – Jennifer Fandel

*This Land Is Your Land: The American Conservation Movement (People's History)* – Sylvia Whitman

*Common Ground: The Water, Earth, and Air We Share* – Molly Bang

*It's Our World, Too!: Young People Who Are Making a Difference: How They Do It - How You Can, Too!* – Phillip Hoose

*Operation Redwood* – S. Terrell French

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



## Vocabulary Focus

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

### Selection-Specific Vocabulary

evaporation*	generate	recreational
absorbed	groundwater	recycled
condensation	maintain	run-off
conserved	manufacture	scarce
consume	minimize	seep
environment	natural resource	solar energy
essential	pollutants	survive
exist	precipitation	water cycle
gaseous		

### TEKS Vocabulary

author's message  
information  
logical order  
meaning  
summarize  
text

### Vocabulary Activities

#### *Define and Describe*

Have students use *Define and Describe* graphic organizers to define and record examples of selection-specific or TEKS vocabulary words. Allow students to share organizers with partners.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

#### *Picture This*

Working in small groups, have students create posters to represent the selection-specific or TEKS vocabulary words. Encourage students to use words and pictures or photographs from magazines in their representations. Display posters for students to use as references.

(TEKS: 4.2(B), 4.14, 4.29, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

#### Define and Describe

Vocabulary Word	Definition
Visual Example	Characteristics

### Suggested Formative Vocabulary Assessment

Provide students with selected-response vocabulary quizzes requiring students to match definitions to selection-specific or TEKS vocabulary words. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

## Unpacking the TEKS

### TEKS Focus Figure 19(E)

#### Reporting Category 3-Readiness

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:*

*(E) summarize information in text, maintaining meaning and logical order.*

A **summary** is an account of the main idea(s) and supporting details in a text in the order in which they are presented. When students summarize a text, they tell or write briefly about the main points using their own words.

Encourage students to record notes as they read informational texts. These notes are helpful as students identify main idea(s) and supporting details and then use the notes to summarize the text.

When teaching students how to write summaries, the following steps might be helpful.

- Read the entire text and determine the topic.
- Reread the text and record notes about the topic.
- Think about how the details in the text are connected.
- Outline the text, noting subtopics and supporting details.
- Write the details in your own words, maintaining logical order.
- Write the summary, focusing on the topic, subtopics, and supporting details.

### Instructional Activities

#### *Graphic Organizers*

Provide graphic organizers (e.g., webs, charts, sequence maps) for students to use to compile information from texts. Teach students to include facts and details about topics on the organizers. Have students use the organized information to write summaries of texts.

*(TEKS: 4.14, Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

#### *The Headline Tells*

Have students read headlines from newspaper or digital articles and predict the topics of the articles. Ask students to read the articles to determine if predictions are correct. After reading, guide students to write summaries of the articles based on the headlines and the articles.

*(TEKS: 4.14, 4.18(A), Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

### Suggested Formative Assessment

Have students read informational texts about current units of study for social studies or science. Guide students to write topics, key terms, and supporting details from the texts. Ask students to use the recorded notes to write summaries of the texts. Use student responses to correct comprehension errors and to plan further instruction or interventions.

*(TEKS: 4.18(A), Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*



**Assessment of TEKS**

(student pages 57–58)

TEKS addressed in the selection

4.2(A), 4.10, 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.14, Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
2	H	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
3	C	4.11(D)	3-Readiness	2	Analysis/Analyze	(c)4.K
4	J	4.11(A) Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
5	B	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
6	F	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
7	D	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
8	J	4.14	3-Supporting	2	Application/Apply	(c)4.I
9	B	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
10	G	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
11	C	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
12	H	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus Figure 19(E)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Time Lines**

Have students use time lines to record events and details from informational texts using sequential or logical order (e.g., historical events, life cycles, phases of the moon). Guide students to use the information on the time lines to summarize the texts.

(TEKS: 4.14, 4.18(A), Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Taking Notes**

While reading informational texts, have students record topics and supporting details on note cards. Ask students to use the information from the note cards to summarize the texts.

(TEKS: 4.18(A), Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Get the Gist**

Provide print or digital informational articles. Guide students to identify and record the journalist's 5Ws and 1H of *who*, *what*, *when*, *where*, *why*, and *how*. Have students use the notes to write 20-word summaries of the articles.

(TEKS: 4.18(A), Figure 19(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 59–60)

**Knowledge/Remember**

Student responses should include five of the following: drinking, washing dishes, bathing, watering plants, watering the lawn, brushing teeth, traveling by water, generating electricity. Accept all reasonable responses.

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include solar energy is absorbed by the water in lakes, puddles, rivers, and oceans causing it to change from a liquid to a gas, this water vapor is released into the air.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of methods of water conservation.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include if people continue to pollute and deplete Earth's water supply, the result will be the interruption of the water cycle, and will cause a decreased supply of water and possible drought.

(TEKS: 4.11(C), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle a choice and provide a reasonable justification for the choice.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a creative method for teaching about the water cycle.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 61)

**Motivation Station**

Answers may vary. Students should complete the blanks of the nursery rhyme to create an original version of the rhyme.

(TEKS: 4.16(B), DOK: 1, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience of observing someone caring for Earth's environment.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 62)

The Homework selection is an informational paragraph on the topic of transpiration. A cross-curricular connection for this selection might focus on the importance of a healthy environment.

**TEKS addressed in the Homework**

4.2(A), 4.11(A), 4.11(C)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
2	G	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
3	D	4.11(C)	3-Readiness	3	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.19(A), 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Compose a persuasive essay that might be appropriate to convince a city or school leader to participate in a conservation effort.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.C, (c)1.G, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Earth's Water" and the Homework selection.
2. Research conservation efforts that have been completed by community organizations or schools.
3. Determine which effort or plan will be the topic of your persuasive essay.
4. Use digital and print sources to gather additional information about your selected conservation effort or plan.
5. Answer questions about your task.
  - What conservation actions are discussed in "Earth's Water" and the Homework selection?
  - How will the information from your research help you develop your statement of position and reasons and evidence to support your conservation effort?
  - What specific plan will be required for your conservation effort?
  - How will you include persuasive techniques in your writing?
  - Who will be your audience?
6. Write a first draft that addresses your audience, establishes your position, and uses supporting details.
7. Revise and edit your draft and publish your persuasive essay.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Statement of Position, Strength of Reasons and Evidence, Organization, Language and Conventions.

**Getting Started**

(student pages 63–74)

**Introduction**

This unit contains paired literary fiction selections. “The Search for a King” is a fable and “The Gift” is a modern-day version that shares a common theme with the fable. A cross-curricular connection for this unit might focus on developing the trait of kindness.

**Building Background Knowledge**

Prepare a set of cards that contains scenarios titled *What Would You Do?* (e.g., *You observe a child speaking rudely to another child. What would you do?* *You observe a child taking something from the candy aisle at the grocery store. What would you do?* *You observe a child picking flowers from a neighbor’s yard without permission. What would you do?*). Allow students to draw cards and share their responses.

(TEKS: 4.17(A), 4.28, Figure 19(A), Figure 19(C), DOK: 3, Bloom’s/RBT: Application/Apply, ELPS: (c)1.A, (c)3.D, (c)3.G, (c)3.H)

**Suggested Formative Assessment**

Instruct students to write a scenario that requires a person to make a positive choice that shows kindness. Review student responses to determine individual student understanding of making choices in relation to the feelings of other people.

(TEKS: 4.16(A), DOK: 3, Bloom’s/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Firstborn* – Karen King

*Kings & Queens: The History of the British Monarchy* – Anita Ganeri

*Monarchy (Political Systems of the World)* – Rebecca Stefoff

*Skateboarding* – Clive Gifford

*Skateboarding: How It Works* – Emily Sohn

*The Encyclopedia of Writing and Illustrating Children’s Books: From creating characters to developing stories, a step-by-step guide to making magical picture books* – Desdemona McCannon, Sue Thornton, and Yadzia Williams

*The I Love To Write Book - Ideas & Tips for Young Writers* – Mary-Lane Kamberg

*Live Writing: Breathing Life into Your Words* – Ralph Fletcher

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

custom*	garments	adventure	exploit
heir*	glimpse	analyze	genre
advertisement	kingdom	classical literature	historical context
awe	mad	compare	inference
chatter	mangled	conclusion	theme
cloak	mastered	contemporary context	traditional literature
compassion	proclaim	contrast	trickster
curlicues	tattered	cultural context	understanding
customized		evidence	
examined			

**Vocabulary Activities*****Beanbag Toss***

Record selection-specific or TEKS vocabulary words on index cards and have students work in teams. Direct Team 1 to toss a beanbag onto a vocabulary word card and define the word. If correct, Team 1 receives a point. If incorrect, Team 2 has an opportunity to define the word. In turn, have teams repeat the process until all vocabulary words are defined.

(TEKS: 4.2(B), 4.29, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)3.D, (c)3.H, (c)4.F)

***Predict and Verify***

Provide students with selection-specific vocabulary words and three-column charts labeled *New Word*, *Before Reading*, *After Reading*. Have students complete the charts by predicting meanings of words before reading and verifying or correcting word meanings after reading texts that contain the words.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with word banks and sentences with blanks where words belong. Instruct students to use the contexts of sentences to select the words to place in blanks. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

## Unpacking the TEKS

### TEKS Focus 4.3(B)

#### Reporting Category 2-Supporting

*Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:*

*(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.*

**Traditional literature** includes stories passed orally between generations and later recorded as folktales, fairy tales, myths, and legends. **Classical literature** includes writing that is timeless, enduring, and valuable because of its influence on future writings. In all stories, but even more so in these genres, readers must realize that stories are less about the events and more about the characters who carry out the events or who participate in the happenings.

The **characters** portrayed in these genres are important elements of the stories because they experience problems and search for solutions within the plots. These characters most often represent types of people who are given a nearly impossible task to complete or goal to accomplish. The characters face problems that readers encounter in daily lives. Readers can observe the characters as they encounter challenges, struggle to overcome challenges, and experience change and growth as a result of the process. It is this change in the characters that serves to reveal the meanings of the stories. At times, the main characters are hindered by evil characters who must be overcome or defeated. Often, these genres will also have characters known as tricksters. These characters can be either humans or animals. Their roles in the stories include overcoming powerful opponents using tricks or wit.

#### Instructional Activities

##### *Character Letters*

After reading two traditional literature pieces, have students select characters from the stories. Instruct students to write letters to and from the selected characters, discussing their contributions to the plots of the selections and how their experiences taught them lessons about life.

(TEKS: 4.3(B), 4.18(B), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

##### *Chart the Solution*

As students read a series of traditional or classical literature pieces, direct them to record information on four-column charts labeled *Title, Main Character, Problem, Solution*. Have students use the information from the charts to write compare/contrast expository paragraphs, showing how the two characters experienced and solved their problems in the stories.

(TEKS: 4.3(B), 4.18(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

#### Suggested Formative Assessment

Direct students to select two characters from different traditional or classical literature pieces. Ask students to write original folktales in story or dramatic formats that include the selected characters and additional story elements. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.3(B), 4.16(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)5.G)



**Assessment of TEKS**

(student pages 67–70)

TEKS addressed in the selection

4.2(B), 4.3(A), 4.3(B), 4.6(A), 4.6(B), 4.6(C), 4.8(A), 4.14, Figure 19(D)

Selected-Response Assessment

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	F	4.6(B) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
3	D	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
4	H	4.6(B)	2-Readiness	2	Comprehension/Understand	(c)4.J
5	B	4.6(B)	2-Readiness	2	Comprehension/Understand	(c)4.J
6	F	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
7	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
8	G	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K
9	C	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
10	J	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
11	B	4.6(A) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
12	H	4.8(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
13	A	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K
14	J	4.6(C)	2-Supporting	3	Analysis/Analyze	(c)4.K
15	A	4.3(B)	2-Supporting	3	Analysis/Analyze	(c)4.K
16	H	4.3(B)	2-Supporting	3	Analysis/Analyze	(c)4.K

**Interventions**

TEKS Focus 4.3(B)

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities***It's About Me*

After reading familiar fairy tales or folktales, have students write modern-day versions of the stories, using themselves as the main characters. Allow students to share their compositions with partners or small groups.

(TEKS: 4.3(B), 4.16(A), 4.28, DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)3.D, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

*Personal Comparisons*

Provide students with traditional or classical literature pieces. Have students read the selections and highlight information that the students have in common with the characters. Instruct students to use the highlighted information to create visuals to represent the commonalities between the characters and themselves. Allow students to present their visuals to classmates.

(TEKS: 4.3(B), 4.14, 4.28, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)3.D, (c)3.E, (c)3.G, (c)3.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 71–72)

**Knowledge/Remember**

the clothes of a beggar

(TEKS: 4.6(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include crowded, noisy people ignoring the beggar, Karl approaches the beggar and offers him food and water.

(TEKS: 4.6(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience about being rewarded for a good deed.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include Ryan would not have had a skateboard to use for the contest, the narrator might not have performed as well on his new skateboard and would not have won the contest, the narrator would not have experienced the satisfaction of doing something nice for another person.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle an answer and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an original plan for the King to follow to find an heir.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 73)

**Motivation Station**

Answers may vary. Students record three laws and provide an explanation for each law.

(TEKS: 4.18, DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience describing an act of kindness.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 74)

The Homework is an informational selection that explains the history of the skateboard. A cross-curricular connection for this selection might focus on enjoyable activities that provide exercise.

**TEKS addressed in the Homework**

4.11(A), Figure 19(D)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.J
2	G	4.11(A) Fig.19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	A	4.11(A) Fig.19(D)	3-Readiness	2	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.16(A), 4.20, 4.21, 4.22, 4.24, 4.25

**Performance Task**

Write an original fable that might be considered for publication in a children's magazine.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "The Search for a King."
2. Research character traits that are valued in our culture and how those character traits are demonstrated.
3. Gather information about the elements important in a fable.
4. Research children's literary magazines that publish original pieces, including gathering information about requirements and processes for publication.
5. Brainstorm possible ideas and use a story map to plan your fable.
6. Answer questions about your task.
  - What elements does the author use in "The Search for a King" to create an interesting fable?
  - What elements do you plan to use to create an interesting fable?
  - What requirements must you meet in order to submit your fable for publication?
7. Write your fable and prepare it for submission.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Inclusion of Elements, Originality, Organization, Language and Conventions.

**Getting Started**

(student pages 75–84)

**Introduction**

“Indians of Texas: Past and Present” is an expository selection that provides information about Native Americans who have inhabited Texas. A cross-curricular connection for this unit might include a study of tribes that have inhabited North America.

**Building Background Knowledge**

Complete a read aloud of one of the recommended books listed in the Suggested Unit Content Literature. Have students use the information learned from the read aloud to write diamante poems using the following pattern. Allow students to share and post poems.

Native Americans  
adjective, adjective  
-ing verb, -ing verb, -ing verb  
synonym, synonym, synonym, synonym  
-ing verb, -ing verb, -ing verb  
Indians

(TEKS: 4.2(C), 4.16(B), 4.20(Ai), 4.20(Aiii), Figure 19(A), Figure 19(C), DOK: 1, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

**Suggested Formative Assessment**

Direct students to write an additional diamante poem about a self-selected topic. Review student responses to determine individual student understanding of the use of adjectives, verbs, and synonyms to describe a topic.

(TEKS: 4.16(B), DOK: 1, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Caddo and Comanche: American Indian Tribes in Texas* – Sandy Phan  
*Hold Up the Sky: And Other Native American Tales from Texas and the Southern Plains* – Jane Louise Curry  
*Tribes of Native America* – Marla Felkins Ryan  
*Native Tribes of the Southeast* – Michael Johnson and Duncan Clarke  
*Native Americans in Texas (Spotlight on Texas)* – Janey Levy  
*Texas Native Americans (Native American Heritage)* – Carole Marsh  
*The Caddo of Texas (The Library of Native Americans)* – Lucile Davis  
*The Karankawa of Texas (The Library of Native Americans)* – Greg Roza  
*Texas Native Peoples (State Studies: Texas)* – Mary Dodson Wade  
*The Kiowa of Texas (The Library of Native Americans)* – Lucile Davis  
*Texas History (State Studies)* – Mary Dodson Wade  
*A Child’s History of Texas (Revised)* – Sarah Jackson  
*Texas (Eyewitness Books)* – Simon Adams  
*Texas History Stories* – E. G. Littlejohn  
*Show Me a Story: Writing Your Own Picture Book (Writer’s Toolbox)* – Nancy Loewen  
*You Can Write Children’s Books* – Tracey E. Dils

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

Alabama-Coushatta	nomadic	analyze
Anglo-Americans	overwhelmed	conclusion
assistance	profits	evidence
centuries	prosperous	expository text
clashes	reservation	inference
counsel	self-sustaining	main idea
craftsmen	Tigua	meaning
customs	tourism	summarize
Great Spirit	traditional	supporting detail
heritage	wickiup	understanding
Kickapoo	wigwam	

**Vocabulary Activities****Predict, Share, Confirm**

Teach students to use the following strategies to predict the meanings of words encountered while reading texts.

1. Individually answer the question, "What do I think \_\_\_ means?"
2. With partners, share predictions of meanings.
3. With another pair, collaborate to write definitions. Have students use digital or print sources to confirm accuracy of predictions.

(TEKS: 4.2(B), 4.2(E), 4.29(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

**Find Your Match**

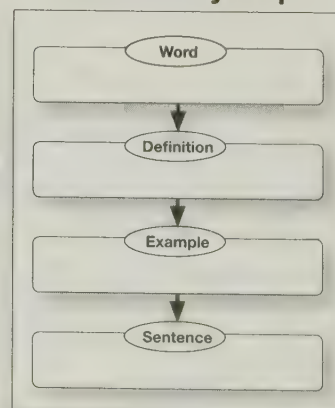
Prepare two sets of vocabulary cards, one set with words displayed and one set with definitions displayed. Distribute cards to students. Have students stand. Ask students with definition cards to read the definitions. Have students with matching word cards respond and sit with partners. Continue until all cards are matched.

(TEKS: 4.2(B), 4.27, 4.28, DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)4.F)

**Suggested Formative Vocabulary Assessment**

Provide students with *Word Study Map* graphic organizers. Assign students specified words to map on the graphic organizers. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Word Study Map**

## Unpacking the TEKS

### TEKS Focus 4.11(A)

#### Reporting Category 3-Readiness

*Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:*

*(A) summarize the main idea and supporting details in text in ways that maintain meaning.*

Expository texts are written to describe, explain, or inform about a topic. Expository texts contain technical vocabulary, proper nouns, and are written using more complex structures. Teach students that the **main idea** of an expository text is the most important thought or topic. The **supporting details** are the small parts of the whole text that provide specific information about the main idea. When students **summarize** expository texts, they tell or write briefly about the main points in a selection using their own words. A complete summary includes the main idea(s) and the supporting details about the topic(s) in the order, or sequence, presented in the text. The following step-by-step process may be helpful for students as they summarize texts.

- Note the facts found in each paragraph or in each section of the text.
- Look for relationships between facts, events, people, and details within the text.
- Study the text features to grasp a deeper understanding of the text.
- Write a summary that includes the main idea and appropriate supporting details from the text.

#### Instructional Activities

##### *SQ3R Strategy*

Teach students to use the *Survey, Question, Read, Recite, Review* strategy while reading expository texts. First, have students survey, or scan, texts. As students survey, ask questions to prompt their thinking. Next, have students read the texts. During reading, guide students to stop at intervals and recite what was read or learned in that section. At the conclusion of texts, have students review what was read and reread if unsure about the main idea and supporting details of the texts.

(TEKS: 4.11(A), Figure 19(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

##### *Graphic Organizers*

Have students use graphic organizers to record information from expository texts and to write summaries.

- Time line – to record chronological information about an event
- Venn diagram – to compare or contrast topics
- Topic Outline – to organize facts and details as they are presented in the text
- T-chart – to compare topics or ideas
- Web – to record topics, sub-topics, and supporting details

(TEKS: 4.11(A), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

#### Suggested Formative Assessment

After an expository text read aloud, ask students to write summaries of the text. Provide the written text to students and allow students to revise summaries using the text. Have students highlight the added information to distinguish what was summarized from the text as it was read aloud and as it was read independently. Use student responses to correct comprehension errors and to plan further instruction or interventions.

(TEKS: 4.11(A), 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)



**Assessment of TEKS**

(student pages 79–80)

TEKS addressed in the selection

4.2(B), 4.11, 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.14, Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
2	G	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.J
3	D	4.11	3-Readiness	3	Comprehension/Understand	(c)4.J
4	F	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.J
5	B	4.11(C)	3-Readiness	3	Analysis/Analyze	(c)4.K
6	J	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
7	A	4.11(C)	3-Readiness	3	Analysis/Analyze	(c)4.K
8	H	4.11(A) Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
9	A	4.14	3-Supporting	3	Analysis/Analyze	(c)4.K
10	G	4.11(D)	3-Readiness	2	Analysis/Analyze	(c)4.K
11	D	4.14	3-Supporting	2	Application/Apply	(c)4.I
12	J	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.11(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Retelling the Key Points**

Have students read expository texts and record supporting details on index cards. In pairs, instruct students to use the index cards to retell what was read and to write corporate summaries.

(TEKS: 4.11(A), 4.18(A), 4.29, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Hit the Target**

Provide students with bull's eye graphic organizers. Direct students to write topics of expository texts in the center circles of the organizers. As the texts are read, have students write details in the surrounding sections. Ask students to use the information recorded on the organizers to write or to share summaries.

(TEKS: 4.11(A), 4.14, 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 81–82)

**Knowledge/Remember**

Alabama-Coushatta, Tigua, Kickapoo

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include the homes of the Tigua Indians were considered works of art, they were built with many rooms, they provided common areas for the people to gather.

(TEKS: 4.11(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience about a life change.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

**Advantages**

Families live near each other.

Families help each other.

Children attend school on the reservations.

Families have tribal businesses.

**Disadvantages**

The amount of land is limited.

Jobs are limited.

Families only live with people of their own tribes.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle an answer and provide a reasonable support for the choice.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Students create a poster that announces an event that might occur on a reservation.

(TEKS: 4.14, 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 83)

**Motivation Station**

Answers may vary. Students create and label four original symbols.

(TEKS: 4.14, 4.18, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Journal**

Answers may vary. Students write an original story that includes both words and any/all of the twelve symbols from the Motivation Station activity.

(TEKS: 4.16(A), 4.18(C), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 84)

The Homework contains an informational selection with an embedded legend. The legend tells the story of the importance of fire to the Alabama-Coushatta Indians. A cross-curricular connection for this selection might focus on legends that explain natural phenomena.

**TEKS addressed in the Homework**

4.3(A), 4.6(B), 4.19(F)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
2	F	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
3	B	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.18(A), 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Create and share a book appropriate for young children about a Texas historical event that impacts Texans today. Include illustrations or photographs in your book.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Indians of Texas: Past and Present" and the Homework selection.
2. Research historical events in Texas and choose an event for your topic.
3. Use digital and print sources to gather additional information about your event. Determine the event's impact on Texans today.
4. Draw illustrations or locate photographs related to your chosen event.
5. Ask questions about your task.
  - How did the Indians impact the history of Texas?
  - What information from your research will you include in your book to provide details and facts about the event?
  - How does your event impact Texans today?
  - What illustrations or photographs will add interest to your text?
  - What title will you use to draw the reader's attention to your book?
  - How will you design the cover and bind your book?
6. Plan, create, and share your children's book.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Accuracy of Information, Language and Conventions, Response to Task, Visual Appeal.

## **Getting Started**

(student pages 85–94)

### **Introduction**

“It Takes Two” is a literary fiction selection with embedded media literacy that tells the story of Mike and Mia. The children learn an important lesson about being wise consumers. A cross-curricular connection for this unit might focus on consumers and advertising.

### **Building Background Knowledge**

Introduce this unit by displaying four product packages. Have students use sheets of paper divided into four sections to record descriptions of each package (e.g., color, design, words). Debrief descriptions, allowing students to add notes/descriptions based on discussions.

(TEKS: 4.14(A), 4.14(B), 4.14(C), Figure 19(A), Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.H, (c)3.D, (c)3.G, (c)3.H, (c)3.J, (c)4.F, (c)5.G)

### **Suggested Formative Assessment**

Have students use reverse sides of descriptive papers from the Building Background Knowledge activity. Instruct students to summarize characteristics observed on the packaging and to write reflections of the techniques used by the companies to promote their products. Review student responses to determine individual student understanding of advertising techniques.

(TEKS: 4.14(A), 4.14(B), 4.14(C), DOK: 2, Bloom’s/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

### **Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*The Berenstain Bears and the Trouble with Commercials* – Stan & Jan Berenstain with Mike Berenstain

*TV Takeover: Questioning TV* – Guofang Wan

*Hotdog on TV* – Karen T. Taha

*Pretty in Print: Questioning Magazines* – Stergios Botzakis

*Big Fat Lies: Advertising Tricks* – John Burstein

*Recycled Crafts Box* – Laura C. Martin

*Advertising (High Interest Books: American Pop Culture)* – Bess Milton

*Advertising (Media Story)* – Susan Wake

*Made You Look: How Advertising Works and Why You Should Know* – Shari Graydon

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**

consumer*	convince
eye-catching*	nutrients
gimmick*	nutrition
advertisements	nutritious
advertisers	persuade
aisle	products

**TEKS Vocabulary**

advertisement	meaning
analyze	media
comprehension	negative impact
consumer	positive impact
graphic	sound
image	technique
impact	word

**Vocabulary Activities*****Vocabulary Flip Books***

Provide students with six to eight sticky notes to create flip books. Have students write one selection-specific vocabulary word with an illustration of the meaning of that word on each note. Instruct students to order the definitions according to the events in "It Takes Two."

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

***Word Meaning Race***

Provide students with individual dry erase boards and markers. Have students record words to match definitions given by the teacher. Instruct students to show boards as definitions are provided. Debrief responses to correct or confirm as needed.

(TEKS: 4.2(B), 4.27, DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Have students match vocabulary terms and definitions in written formats. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

## Unpacking the TEKS

### TEKS Focus 4.14

#### Reporting Category 2-Supporting

*Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.*

The purpose of **media** is to entertain, to give information, to persuade, or to influence the behavior of the audience to purchase a product or service. Media can be presented in real time, found in print or nonprint sources, or viewed on screen. The forms of media include newspapers, magazines, websites, video games, billboards, e-mails, web-based articles, televised news, television commercials, print advertisements, radio, photographs, and music. Media uses **words, graphics, images, and/or sounds** to send both clear and hidden messages and to impact meaning. The producers of media use various design techniques (e.g., font shape and size, color, pacing, close-ups, music) to influence the message of the media. Communication changes from one genre of media to another. The use of formal language and informal language can also impact the meaning of the media. When students become media literate, they develop the skills to understand and analyze the media rather than allow the media to control their thoughts and actions.

#### Instructional Activities

##### *Identify the Media*

Guide students to identify forms of media used within literary texts. Lead discussions to allow students to discover the influences of the media forms. Encourage students to share the messages received and discuss evidences and language that cause feelings or emotions to change or to surface.

(TEKS: 4.14(A), 4.14(B), 4.14(C), 4.29(A), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E (c)1.F, (c)1.H, (c)2.D, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.F, (c)3.G, (c)3.H, (c)3.J)

##### *Response to Prompts*

Have students use prompts to reflect on independent reading of literary texts that contain media. Ask students to respond to the following prompts.

- How do I feel about what I have read?
- What might I say to justify my thoughts?
- This selection shows the media's beliefs about \_\_\_\_.
- The author or media want me to believe that \_\_\_\_.
- The author or media want me to \_\_\_\_.

(TEKS: 4.14(A), Figure 19(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.D, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

#### Suggested Formative Assessment

Provide students with literary selections that contain media. Have students draw conclusions about the impact of the media based on the information in the selections. Ask students to record details from the selections that support the drawn conclusions. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.14(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)5.G)



**Assessment of TEKS**

(student pages 88–90)

**TEKS addressed in the selection**

4.2(B), 4.3(A), 4.6, 4.6(A), 4.6(B), 4.6(C), 4.8, 4.14, Figure 19(D), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	J	4.6(C)	2-Supporting	2	Analysis/Analyze	(c)4.K
3	B	4.14	2-Supporting	2	Application/Apply	(c)4.I
4	H	4.8	2-Supporting	2	Analysis/Analyze	(c)4.K
5	C	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K
6	G	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
7	A	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
8	H	4.6(B)	2-Readiness	3	Comprehension/Understand	(c)4.J
9	D	4.14	2-Supporting	2	Application/Apply	(c)4.I
10	F	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
11	B	4.6 Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
12	J	4.6(A) Fig. 19(E)	2-Readiness	2	Comprehension/Understand	(c)4.I

**Interventions****TEKS Focus 4.14**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Clear and Hidden Messages**

Have students read literary selections that contain media. Provide students with T-charts labeled *Clear Messages*, *Hidden Messages*. Direct students to identify the media messages from the selections and to record the observed messages in the appropriate columns.

(TEKS: 4.14(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.D, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Think for Yourself**

After reading literary selections, direct students to answer the following questions.

- Is the media message presented in the selection true? Why or why not?
- How are the words, graphics, images, or language attempting to influence the reader?
- What are the characters trying to persuade the reader to think or believe?
- What is the purpose of the visual text used by the author?

(TEKS: 4.14(A), 4.14(B), 4.14(C), Figure 19(B), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 91–92)

**Knowledge/Remember**

Star Smacks

(TEKS: 4.6(A), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include placing advertisements on television that contain words and characters that appeal to children, using store locations, words, fine print, bold print, italics, color, sound effects, images, celebrities, and other gimmicks.

(TEKS: 4.14(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of the selection information that will influence their future purchases.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include the stars on the horse match the word in the name of the cereal and the shape of the cereal letter S is on the jockey's silks, the jockey is famous so she could be considered a "Star," the jockey is smiling because she knows the cereal has a great taste and causes her to smack her lips.

(TEKS: 4.14(B), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students select an individual and provide reasonable support for that choice.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include one paragraph that would be appropriate to add to the story.

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 93)

**Motivation Station**

Answers may vary. Student responses should include advertisements appropriate for adults and children and an explanation of why they are different.

(TEKS: 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience of being disappointed.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 94)

The Homework is an informational selection that describes misleading information sometimes observed in advertisements. A cross-curricular connection for this selection might focus on the impact of advertising on consumers.

**TEKS addressed in the Homework**

4.2(E), 4.11(A)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F
2	J	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
3	C	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Create the packaging for an original product. Include a logo and other advertising techniques that might cause consumers to purchase the product.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "It Takes Two" and the Homework selection.
2. Think of the original product for which you will design your packaging.
3. Brainstorm characteristics and features of your product.
4. Use digital and print sources to gather information about advertising techniques.
5. Answer questions about your task.
  - What advertising techniques cause Mike and Mia to want Star Smacks?
  - What are the most appealing characteristics of your product?
  - How will you represent your product through package design, logo, and advertising techniques?
6. Plan and develop your product idea and create the packaging for your product.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Effective Persuasive Media Techniques, Appeal of Visual Presentation, Organization, Creativity.

**Getting Started**

(student pages 95–104)

**Introduction**

This unit contains paired selections. “The Power of the Moon” is a literary selection that shares an adaptation of the Greek myth of Selene, goddess of the moon. “No Green Cheese” is an informational selection that describes the moon’s features and provides information about man’s exploration of the moon. A cross-curricular connection for this unit might focus on the relationships of Earth, Sun, and moon.

**Building Background Knowledge**

Display an interactive digital calendar of the moon’s phases which allows the observation of the phases of the moon for specified days of a month. Encourage students to observe the pattern of the moon’s appearance through the phases. Direct students to record their observations and share with small groups or the whole group.

(TEKS: 4.11(C), 4.28, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)2.D, (c)2.E, (c)2.F, (c)2.G, (c)3.E, (c)5.G)

**Suggested Formative Assessment**

Guide students to create acrostics using the words *Moon Phases*. Remind students to build the acrostic using words that describe or explain the phases of the moon. Review student responses to determine individual student understanding of the topic.

(TEKS: 4.16(A), DOK: 3, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*The Moon* – Seymour Simon

*Moonwalk: The First Trip to the Moon* – Judy Donnelly

*Moon Base: First Colony in Space (Countdown to Space)* – Michael D. Cole

*Moon: Science, History, And Mystery* – Stewart Ross

*Phases of the Moon* – Louise Hastings

*How the Moon Regained Her Shape* – Janet Ruth Heller

*Take A Dam Tour! A Kid’s Guide to Hoover Dam, Nevada* – Penelope Dyan

*Let’s Take the Kids to London* – David S. White

*A Kid’s Guide to Washington, D.C.* – Diane C. Clarke

*My Tourist Guide to the Solar System...and Beyond* – DK Publishing

*13 Planets: The Latest View of the Solar System (National Geographic Kids)* – David A. Aguilar

*The Planet Gods: Myths and Facts About the Solar System* – Jacqueline Mitton and Christina Balit

*Exploring Our Solar System* – Sally Ride and Tam O’Shaughnessy

*Beyond: A Solar System Voyage* – Michael Benson

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

myth*	ellipse	oxygen	author's message
nocturnal*	evaporate	reflects	inference
appearance	goddess	reigned	textual evidence
astronaut	gravity	reminders	understanding
chariot	illuminated	satellite	
crater	lunar eclipse	surface	
crescent moon	meteors	visible	

**Vocabulary Activities*****Web Page***

Guide students to use word webs to define specified selection-specific or TEKS vocabulary words. Ask students to record vocabulary words in center circles and examples of the words in outer circles. Allow students to share webs in small groups. Encourage students to add information from presentations to personal webs.

(TEKS: 4.2(B), 4.27, 4.28, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.E, (c)4.F, (c)5.G)

***Unit Specific Journals***

Have students create vocabulary journals, recording selection-specific vocabulary words, as well as other words encountered during the study of this unit. Direct students to record words, definitions, examples, associations, and/or illustrations in journals. Encourage students to refer to journals throughout the unit of study.

(TEKS: 4.2(B), 4.14, 4.18, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Have students locate and highlight vocabulary words in "The Power of the Moon" or "No Green Cheese." Instruct students to write definitions and original sentences containing the words. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus Figure 19(D)

#### Reporting Categories 2-Readiness, 3-Readiness

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:*

*(D) make inferences about text and use textual evidence to support understanding.*

An **inference** is a conclusion or a judgment made based on prior knowledge or from evidence or clues presented in a text. When readers infer, they draw logical conclusions to explain or interpret what is read. The inference is not clearly or directly stated in the text. Readers must use clues from text and draw from their personal experiences. Readers use critical thinking skills as they *read between the lines* or *read beyond the lines* of written text. In addition, readers must use textual evidence to support inferences.

### Instructional Activities

#### *Organize the Inferences*

Using informational or literary texts, have students write three descriptive statements from the texts in the first boxes of the provided graphic organizers. In second boxes, instruct students to list prior knowledge related to each statement. Guide students to write inferences in the third boxes.

Descriptive Statement	What I Know	Inference
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

*(TEKS: Figure 19(D), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

#### *Thinking Questions*

Read aloud literary texts. Ask the following questions to lead a discussion about the texts.

- What is happening?
- What evidence do you use to determine what is happening?
- What do you think caused this event?
- How do the characters and the setting contribute to the events?
- What do you think will happen next?
- What causes you to think this way?

*(TEKS: 4.29(A), Figure 19(B), Figure 19(D), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.J, (c)3.E, (c)3.F, (c)3.G, (c)3.H)*

### Suggested Formative Assessment

After reading texts, direct students to record inferences based on the information in the text. Have students record specific facts from the text that led them to the inferences. Ask students to record prior knowledge used to make the inferences. Use student responses to correct comprehension errors and to plan further instruction or interventions.

*(TEKS: Figure 19(D), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

**Assessment of TEKS**

(student pages 98–100)

**TEKS addressed in the selection**

4.2(B), 4.6(A), 4.6(B), 4.6(C), 4.10, 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.19(F), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.6(A) Fig. 19(E)	2-Readiness	2	Comprehension/Understand	(c)4.I
2	H	4.6(B)	2-Readiness	2	Comprehension/Understand	(c)4.J
3	B	4.6(B)	2-Readiness	3	Analysis/Analyze	(c)4.K
4	F	4.6(C)	2-Supporting	2	Analysis/Analyze	(c)4.K
5	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
6	G	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
7	A	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
8	J	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
9	B	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
10	G	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
11	D	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
12	H	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
13	C	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
14	F	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus Figure 19(D)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Picture This**

Display photographs that contain events from informational texts. Have students make lists of observations based on what they think is happening in the photographs. Place students in groups of four. Ask students to share observations with groups and collectively write one paragraph about the photographs. Have students share group paragraphs.

(TEKS: 4.14, 4.28, Figure 19(D), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.E, (c)3.E, (c)5.G)

**Silent Pictures**

Select science or social studies video clips about current units of study. Display the clips without the audio. Have students share with partners their inferences of the topics of the clips. Ask students to record their ideas. Display the video clips a second time with the audio. Have students discuss the accuracy of predictions.

(TEKS: 4.14, 4.27, 4.29(A), Figure 19(D), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.E, (c)2.F, (c)3.E, (c)5.G)



**Constructed-Response Formative Assessments**

(student pages 101–102)

**Knowledge/Remember**

the Greek Island of Rhodes

(TEKS: 4.6(A), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include Neil Armstrong traveled to the moon in July 1969 in a spacecraft named Apollo 11, he was the first man to walk on the moon, Neil Armstrong wore a spacesuit that allowed him to breathe since there is no oxygen on the moon, Armstrong was connected to the spacecraft because the moon has no gravity, he left an American flag and his footprints on the moon as symbols of a successful accomplishment for his country.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience describing an accomplishment.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include people choose to become astronauts because they enjoy taking risks and trying new activities, they appreciate scientific studies about our world and beyond, astronauts enjoy flights to space, they enjoy the excitement of doing something that no other person has completed prior to the spaceflights.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students provide a response to the question and a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a plan for a house that would provide for the needs of people who live on the moon.

(TEKS: 4.14, 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 103)

**Motivation Station**

- |             |               |                |              |
|-------------|---------------|----------------|--------------|
| 1. moonbeam | 3. moonwalk   | 5. moonshot    | 7. moonscape |
| 2. moonlit  | 4. moonstruck | 6. moonlighter |              |

(TEKS: 4.2, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)4.B, (c)5.G)

**Journal**

Answers may vary. Student responses should include an original myth that explains a phenomenon.

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 104)

The Homework contains a literary selection that shares the story of two girls who enter a story-writing contest. A cross-curricular connection for this selection might focus on writing fiction stories.

**TEKS addressed in the Homework**

4.6(A), 4.6(B), 4.8(A), Figure 19(E)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.6(B)	2-Readiness	3	Comprehension/Understand	(c)4.J
2	J	4.6(A) Fig. 19(E)	2-Readiness	2	Comprehension/Understand	(c)4.I
3	B	4.8(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Write and present a script that a tour guide might use to provide information about a self-selected or assigned planet in our solar system.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "No Green Cheese."
2. Use digital and print sources to gather information about your assigned planet.
3. View video clips on the Internet that display tour guides in action.
4. Answer questions about your task.
  - What features of the moon would be important for a tour guide to share with tourists?
  - What features of your assigned planet are important and distinguish it from other planets or heavenly bodies?
  - How will you incorporate details and facts within your script?
  - What techniques will you use to cause your script to be interesting and to hold the attention of tourists?
5. Plan and write your tour guide script.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Accuracy of Information, Organizational Structures, Language and Conventions, Use of Techniques that Appeal to Audience.

## Getting Started

(student pages 105–114)

### Introduction

“Dad Makes a Splash” is a literary fiction selection with an embedded poem. The story pairs a narrative of the experience of a fourth-grade student with a poem that recounts a similar event. A cross-curricular connection for this unit might focus on families or recreation.

### Building Background Knowledge

Have students brainstorm enjoyable activities for families. Invite students to share personal family experiences with partners. Have students record descriptive words and phrases about those experiences. Post the words and phrases to be used as a reference during the unit.

(TEKS: 4.17(A), 4.28, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)3.D, (c)3.G, (c)3.H, (c)5.G)

### Suggested Formative Assessment

Have students choose five adjectives from the posted descriptive words and phrases. Instruct students to use the five adjectives in sentences that describe family events. Review student responses to determine individual student understanding of the importance of effectively using adjectives.

(TEKS: 4.18(A), 4.20(Aiii), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Hook, Line, and Sinker: Everything Kids Want to Know About Fishing* – Italo Labignan

*Toasting Marshmallows: Camping Poems* – Kristine O’Connell George

*Camping (Kids’ Guides to the Outdoors)* – Tim Seeberg

*Pictures from Our Vacation* – Lynne Rae Perkins

*Song of the Water Boatmen & Other Pond Poems* – Joyce Sidman

*Where the Sidewalk Ends* – Shel Silverstein

*Writing Magic: Creating Stories that Fly* – Gail Carson Levine

*Writing Stories: Fantastic Fiction from Start to Finish (Scholastic Guides)* – David L. Harrison

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

connection*	grumbled	conclusion	structural pattern of fiction
daft	hilarious	elements of fiction	
delight	illustration	evidence	third-person point of view
dismal	impressed	first-person point of view	understand
drake	podium	inference	
duckweed	respond	narrator	
		speaker	

**Vocabulary Activities*****Vocabulary Collage***

Instruct students to create picture collages that illustrate specified selection-specific or TEKS vocabulary words. Guide students to add sentences that support the pictures that represent the words. Allow students to use the collages to teach the vocabulary words and their meanings to other students.

(TEKS: 4.2(B), 4.14, 4.28, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)3.D, (c)3.F, (c)3.H, (c)4.F, (c)5.G)

***Give a Clue***

Have students write clues that identify the TEKS vocabulary words. Direct students to read clues to partners, allowing partners to guess the words.

(TEKS: 4.2(B), 4.27, 4.28, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)3.D, (c)3.F, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with accordion-folded sentence strips. Have students write selection-specific vocabulary words in the sections. Direct students to locate the words in context. Under the words, write the sentences that contain the words and write definitions using their own words. Use the evidence to clarify misconceptions or to plan further instruction and interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.6(C)

#### Reporting Category 2-Supporting

*Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:*

*(C) identify whether the narrator or speaker of a story is first or third person.*

In a literary text, the **point of view** is the position or perspective from which the author tells the story. Through a story's point of view, the author allows the reader to see and hear about the characters and events of the story. The point of view of a literary selection impacts its tone, mood, and theme. The point of view also affects the reader's response to characters and their experiences.

A reader determines the point of view of a literary selection by examining the text with a focus on the identification of the narrator and on the events, thoughts, and feelings expressed by that narrator. The following questions help a reader identify the point of view of a literary selection.

- What is the role of the person telling the story?
- Is the narrator one of the characters in the story or an outside voice?
- How are the events of the story told?
- Can the reader determine the thoughts, feelings, and motivations of one or all of the characters?

**A literary selection in first-person point of view** is written from the perspective of one of the characters as the narrator. Readers know the thoughts and feelings of that character and are able to observe the events of the story from that character's perspective. Readers are also able to establish relationships with the character. In first-person point of view, *I* and *me* are examples of words used throughout the story as the character is speaking.

**A literary selection in third-person point of view** is written as a narrator telling the story but not participating in the action of the story as one of the characters. The narrator stands outside the story and shares the information about the characters and the events of the story from a distance. In third-person point of view, *they* and *them* are examples of words used by the narrator of the story to speak about the characters.

#### Instructional Activities

##### *Highlight It!*

Have students identify and label pronouns in literary text as first- or third-person. Guide students to use the labeled pronouns to identify the points of view of the texts.

(TEKS: 4.6(C), 4.20(Avi), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)3.E, (c)4.F, (c)4.G, (c)4.H, (c)4.K, (c)5.G)

##### *Paragraph Pass*

Have students work in groups of four. Provide each group four paragraphs and a sheet of paper numbered 1, 2, 3, 4 for each student. Have students read one paragraph and mark its point of view on their individual sheets of paper. Tell students to pass the paragraphs until each student has read and marked the points of view for the four paragraphs. Have students compare the points of view identifications, discussing reasons and evidence.

(TEKS: 4.6(C), 4.29(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)3.E, (c)4.G, (c)4.H, (c)4.K, (c)5.G)

#### Suggested Formative Assessment

Have students listen to brief read alouds of literary texts and identify the points of view. Instruct students to rewrite the texts from different points of view. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.6(C), 4.16(A), 4.27, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

**Assessment of TEKS**

(student pages 108–110)

**TEKS addressed in the selection**

4.2(B), 4.2(E), 4.3(A), 4.4(A), 4.6(A), 4.6(B), 4.6(C), 4.8(A), Figure 19(D), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F
2	G	4.6(C)	2-Supporting	3	Analysis/Analyze	(c)4.K
3	A	4.8(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
4	H	4.6(B) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
5	D	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
6	H	4.6(B) Fig. 19(D)	2-Readiness	3	Analysis/Analyze	(c)4.K
7	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
8	F	4.3(A)	2-Supporting	3	Analysis/Analyze	(c)4.K
9	D	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
10	J	4.6(A) Fig. 19(E)	2-Readiness	2	Comprehension/Understand	(c)4.I
11	B	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
12	G	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.6(C)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****One Topic, Two Points of View**

Provide pairs of students the same topics about which to write stories. Ask Partners A to write in first-person point of view. Have Partners B write in third-person point of view. Direct students to compare their stories and determine similarities and differences.

(TEKS: 4.6(C), 4.16(A), 4.29(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)3.E, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Point of View I.D.**

At the conclusion of reading literary texts, have students identify the points of view used by the authors. Direct students to answer the following questions to verify the selected points of view and to analyze the effects of the points of view on the texts.

- Who are the characters in the text?
- Whose thoughts, feelings, and motivations does the reader know from the information in the text?
- How does this information support the identified point of view?
- How does the author use the point of view to describe the events?
- How might the plot change if the author had chosen a different point of view?
- How does the point of view affect the relationships between characters and plot events?

(TEKS: 4.6(C), Figure 19(B), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)



**Constructed-Response Formative Assessments**

(student pages 111–112)

**Knowledge/Remember**

The raccoon ate some of the family food or Dad was angry at the raccoon.

(TEKS: 4.6(A), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include Callie was worried because she thought the assignment was difficult but was excited because she thought the assignment was cool.

(TEKS: 4.6(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a search engine might help locate information more quickly.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses should include reasons Dad might have fallen into the pond.

(TEKS: 4.6(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students answer the question and provide reasonable support.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a different outcome of the family adventure.

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 113)

**Motivation Station**

Answers may vary. Student responses should include a picture and a label of each of the four stages of the water cycle.

(TEKS: Science 4.8(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a humorous family experience.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 114)

The Homework is an informational selection explaining onomatopoeia. A literary connection for this selection might be the study of figurative language.

**TEKS addressed in the Homework**

4.2(B), 4.11, 4.11(A)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	D	4.11	3-Readiness	2	Application/Apply	(c)4.I
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.17(A), 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Write a narrative about a personal experience. Locate and copy a published poem that is related to your experience. Share your story and poem with your classmates.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.C, (c)1.F, (c)1.H, (c)3.D, (c)3.I, (c)4.H, (c)5.G)

**Performance Task Steps**

1. Read "Dad Makes a Splash."
2. Brainstorm interesting personal experiences and choose the experience about which you will write.
3. Use a graphic organizer to plan your story.
4. Research poems related to the topic of your story and select the poem you will include in your presentation.
5. Answer questions about your task.
  - Why does Callie choose "Daddy Fell into the Pond" for her assignment?
  - How will you use dialogue, descriptive details, clear event sequence, transition words/phrases, sensory details, and a conclusion to create interest within your story?
  - What ideas can you gather from your poem to add interest to your story?
6. Write, revise, and edit your story and copy your poem.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring:

Use of Story Elements, Language and Conventions, Relationship of Poem, Creativity, Oral Presentation.

## Getting Started

(student pages 115–124)

### Introduction

“Spun Sugar” is an informational selection that explains the history of cotton candy and provides procedural steps for two methods of making cotton candy at home. A cross-curricular connection for this unit might focus on how machinery has impacted the production of food.

### Building Background Knowledge

Introduce this unit by showing a video clip that demonstrates the process of making a food product using a machine. Lead a discussion that guides students to understand the differences between making products by hand or by machines.

(TEKS: 4.27(B), 4.29(A), Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.H, (c)2.D, (c)2.E, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.G, (c)3.H, (c)3.J)

### Suggested Formative Assessment

Have students write the steps needed to complete a self-selected task. Review student responses to determine individual student understanding of writing procedural steps.

(TEKS: 4.18(A), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*The Cotton Candy Catastrophe at the Texas State Fair* – Dotti Enderle

*Amusement Parks: Roller Coasters, Ferris Wheels, and Cotton Candy* – Judy Alter

*Candy is Dandy* – Carolyn Keene

*Popcorn Plants* – Kathleen V. Kudlinski

*Popcorn!* – Elaine Landau

*Science Wiz Inventions* – Penny Norman, Ph.D.

*The Kid Who Invented the Popsicle: And Other Extraordinary Stories Behind Everyday Things* – Don L. Wulffson

*National Geographic Kids Almanac* – National Geographic Kids

*Mistakes that Worked* – Charlotte Foltz Jones

*Now & Ben: The Modern Inventions of Benjamin Franklin* – Gene Barretta

*National Geographic Concise History of Science and Invention: An Illustrated Time Line* – National Geographic

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

confection*	inventive	glean
automatically	patented	procedure
commercial	preheat	procedural text
concoction	revolutions	sequence
consistency	rotated	understand
delectable	strands	
diameter	tines	
flavoring		

**Vocabulary Activities*****Chart the Words***

Have students complete T-charts labeled *Roots*, *Affixes* using the selection-specific words. Instruct students to write additional words that contain listed affixes.

(TEKS: 4.2(A), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)4.D, (c)4.F, (c)5.G)

***Perform It***

Working in groups, provide students with TEKS vocabulary words. Have students create raps, songs, or poems using the vocabulary words to demonstrate their understandings of word meanings. Allow students to share products.

(TEKS: 4.2(B), 4.16(B), 4.29, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)3.D, (c)3.H, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with examples of vocabulary words. Have students write the corresponding definitions. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.13(A)

#### Reporting Category 3-Supporting

*Students understand how to glean and use information in procedural texts and documents. Students are expected to:*

*(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).*

**Procedural text** is informational text written to provide steps or instructions to complete a task or activity. As students read recipes, game instructions, science investigations, instruction manuals, and how-to books, they realize the importance of careful reading. Procedural texts provide opportunities for students to focus on rereading. Students often require revisiting portions of text to gain clarity or to ensure an understanding of steps or methods presented in the text.

Procedural texts may contain the following elements.

- A statement of what is to be accomplished
- A list of needed supplies or materials
- Step-by-step instructions
- A diagram or illustration

### Instructional Activities

#### *Chain of Events*

Allow students to use *Chain of Events* graphic organizers to plan steps needed to complete self-selected or assigned tasks. Have students use organizers to demonstrate completion of tasks.

*(TEKS: 4.13(A), 4.14, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)3.D, (c)3.H, (c)5.G)*

#### *What is Missing?*

Provide oral directions for students to follow to complete ordinary tasks. The directions should include omitted steps or steps out of sequence. Instruct students to record the steps, correcting the omission or order so the tasks can be completed successfully.

*(TEKS: 4.13(A), 4.27(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.H, (c)2.D, (c)3.G, (c)3.H, (c)3.I, (c)5.G)*

### Suggested Formative Assessment

Post correct and incorrect versions of step-by-step instructions for simple tasks. Direct students to identify which sets are correct and to support the identifications with evidence. Use student responses to clarify misconceptions and to plan further instruction or interventions.

*(TEKS: 4.13(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.C, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

**Assessment of TEKS**

(student pages 118–120)

TEKS addressed in the selection

4.2(B), 4.11(A), 4.11(C), 4.13, 4.13(A), 4.13(B), Figure 19(D)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.13(A)	3-Supporting	2	Analysis/Analyze	(c)4.K
2	F	4.13	3-Supporting	2	Comprehension/Understand	(c)4.I
3	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
4	J	4.11(C) Fig. 19(D)	3-Readiness	2	Comprehension/Understand	(c)4.J
5	B	4.13(A)	3-Supporting	3	Analysis/Analyze	(c)4.K
6	H	4.11(A) Fig. 19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
7	B	4.11(C) Fig. 19(D)	3-Readiness	2	Comprehension/Understand	(c)4.J
8	J	4.13(B)	3-Supporting	2	Application/Apply	(c)4.J
9	A	4.13(A)	3-Supporting	3	Analysis/Analyze	(c)4.K
10	G	4.13	3-Supporting	3	Analysis/Analyze	(c)4.K
11	C	4.13(B)	3-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.13(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Four-Step Cycle**

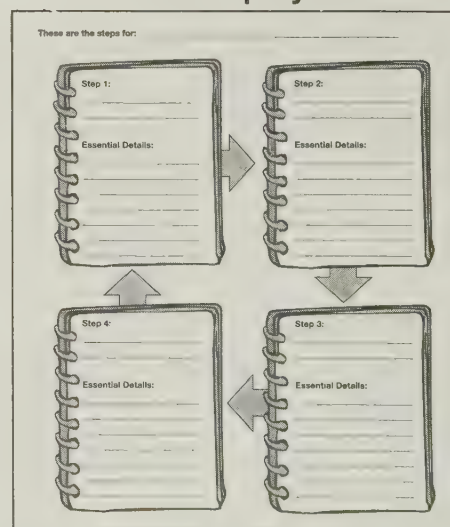
Have students use *Four-Step Cycle* graphic organizers to record steps for specified tasks. Allow students to compare organizers with partners to confirm accuracy or to make needed corrections.

(TEKS: 4.13(A), 4.14, 4.29(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.H, (c)3.E, (c)5.G)

**Steps to It**

Provide several work stations with step-by-step task instructions that contain graphics (e.g., draw animals, build Lego® cars). Allow students to visit stations, complete the tasks, and check the finished products to determine if directions are followed accurately.

(TEKS: 4.13(A), 4.13(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)4.F, (c)4.G, (c)4.H, (c)4.I)

**Four-Step Cycle**

**Constructed-Response Formative Assessments**

(student pages 121–122)

**Knowledge/Remember**

to make cotton candy

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include it is sweet, fluffy, looks like cotton, can be white in color.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience about creating a treat with a machine.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

**Pros**

You can make it at anytime with an adult.

You can have your choice of flavor  
and color of cotton candy.

The ingredients are commonly found in kitchens.

(TEKS: 4.11(C), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Cons**

You must buy the ingredients and materials.

The cotton candy is messy to prepare.

An adult must help make the cotton candy.

**Evaluation/Evaluate**

Answers may vary. Students provide an opinion with reasonable justification.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an original national holiday and a plan for celebrating that day.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 123)

**Motivation Station**

Answers may vary. Student responses should include the name of a favorite food and sensory descriptions of that food.

(TEKS: 4.8, 4.18, DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)

**Journal**

Answers may vary. Student responses should include a description of a favorite activity or food at a carnival or fair.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 124)

The Homework is an informational selection that explains the history of popcorn. A cross-curricular connection for this selection might focus on the contributions of early Americans.

**TEKS addressed in the Homework**

4.2(B), 4.11(A), Figure 19(D)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	D	4.11(A) Fig. 19(D)	3-Readiness	2	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Create a visual display that lists ten ways lives were changed by a specific invention. Prepare an oral presentation that explains the history of the invention and the ways it changed the lives of people.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.G, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Spun Sugar" and the Homework selection.
2. Research important inventions. Select the invention you will study and present.
3. Use print and digital sources to gather information about the history of your invention and how it has changed lives.
4. Answer questions about your task.
  - How did the invention of the cotton candy machine change the lives of people?
  - What information from your research is important about the history of the invention?
  - How did your invention impact the lives of people?
  - How will you organize your visual display?
  - How will you make your presentation interesting?
5. Prepare your presentation and create your visual display.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Accuracy of Information, Clarity of Oral Presentation, Visual Interest, Response to Task.

**Getting Started**

(student pages 125–136)

**Introduction**

“Stand Tall, David Crockett” and “Live with Davy Crockett” are selections that focus on a well-known folk hero. While “Stand Tall, David Crockett” is a biographical account, “Live with Davy Crockett” is a fictional interview based on information from Crockett’s autobiography. A cross-curricular connection for this unit might focus on important American heroes.

**Building Background Knowledge**

Introduce this unit by displaying quotes from David Crockett (e.g., *Let your tongue speak what your heart thinks. First be sure you’re right, then go ahead. I have always supported measures and principles and not men.*). Have students write character traits of a person who might have spoken these words. During a class discussion, allow students to share their thinking.

(TEKS: 4.2(D), 4.29(A), Figure 19(A), Figure 19(C), DOK: 3, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)3.D, (c)3.G)

**Suggested Formative Assessment**

Have students write statements that express their beliefs or character traits. Instruct students to write explanations of how their quotes represent them. Review student responses to determine individual student understanding of expressing beliefs or character traits through quotes.

(TEKS: 4.2(D), 4.16, DOK: 3, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*David Crockett: Creating a Legend* – Mary Dodson Wade

*American Tall Tales* – Mary Pope Osborne

*A Picture Book of Davy Crockett* – David A. Adler

*Davy Crockett* – Elaine Marie Alphin

*Davy Crockett: A Life on the Frontier* – Stephen Krensky

*Tall Tale America* – Walter Blair

*50 American Heroes Every Kid Should Meet* – Dennis Denenberg & Lorraine Roscoe

*Bill Peet: An Autobiography* – Bill Peet

*Extraordinary Patriots of the United States of America: Colonial Times to Pre-Civil War (Extraordinary People)*  
– Nancy Robinson Masters

*Dare To Dream!: 25 Extraordinary Lives* – Sandra McLeod Humphrey

*How to Write an Interview (Language Arts Explorer Junior)* – Cecilia Minden and Kate Roth

*Author Talk: Conversations With Judy Blume, Bruce Brooks, Karen Cushman, Russell Freedman, Lee Bennett Hopkins, James Howe, Johanna Hurwitz, E.I. Konigsburg, Lois Lowry, Ann M. Martin, and others* – Compiled by Leonard S. Marcus

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

accounts*	hooky	actual	event
exaggerate*	humor	author	evidence
legendary*	navigated	autobiography	fiction
adventures	tumbling	biography	inference
backwoods	unfortunate	character	similarity
comet	upright	conclusion	structural pattern of literary nonfiction
congressman		difference	
frontier		elements of literary nonfiction	understand

**Vocabulary Activities****Define and Roll**

Provide pairs of students with number cubes, sets of cards containing TEKS vocabulary words, and sets of cards containing the matching definitions. Have partners shuffle cards and place face down. Instruct Partners A to reveal the top cards and either provide definitions or vocabulary words. If correct, Partners A roll the number cubes to determine the point values. Continue until all words and definition cards have been played.

(TEKS: 4.2(B), 4.28, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)3.E, (c)4.F)

**Light the Word**

Display selection-specific vocabulary words on the word wall. Dim classroom lights and use a flashlight to highlight words on the word wall. Instruct students to record the definitions or write sentences that demonstrate meanings of the highlighted words.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Using the selection-specific or TEKS vocabulary words, have students write similes that follow this pattern: \_\_\_\_\_ is like \_\_\_\_\_ because \_\_\_\_\_. Allow students to post and share similes. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(C), 4.28, DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.7(A)

#### Reporting Category 1-Supporting

*Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:*

(A) *identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.*

A **biography** is an account of a person's life written by another person. An **autobiography** is a written account of a person's life written by that person. These genres provide information about actual people and the events in their lives. A biography or autobiography can present facts about the entire life of the person or a portion of his or her life. An interesting biography will emphasize what the person did to influence others or their world and will be written objectively without bias. Most biographies and autobiographies are written in chronological order.

When writing these genres, authors use literary language and devices to present major events in the subjects' lives. Literary language and devices may include the use of sensory details, metaphors, similes, symbolism, irony, or foreshadowing. These literary devices help the reader better understand the person, make the selection more interesting, and develop an appreciation of literature. Often, authors will write fictional selections using actual people and events from the peoples' lives as the content of the selections. When students read these fictional writings, they must read carefully in order to differentiate the fictional information from the factual information. It is helpful to complete a factual study of the subject's life before reading the fictional account. This study helps students distinguish the factual elements from the fictional elements in the selection.

### Instructional Activities

#### *Author Switch*

Have students read biographies or autobiographies. Instruct students to select sections and rewrite the sections as fictional pieces using some factual information from the original selections.

(TEKS: 4.7(A), 4.16(A), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

#### *Research Project*

Have students use print or digital sources to gather information about individuals. Ask students to answer the following questions.

- What about this person interests you?
- What impact did the person have on the world or other people?
- What are five adjectives that could be used to describe this person?
- What examples of experiences or events from the subject's life support the adjectives?

Direct students to use the responses to the questions to write short biographies.

(TEKS: 4.7(A), 4.16, 4.24, Figure 19(B), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

### Suggested Formative Assessment

Ask students to read brief biographical selections. Direct students to identify and explain the lessons learned by the subjects. Have students write fictional stories about the subjects learning the same lessons through different events and experiences. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.3, 4.7(A), 4.16(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Assessment of TEKS**

(student pages 129–132)

TEKS addressed in the selection

4.2(B), 4.2(E), 4.6, 4.6(A), 4.6(B), 4.7, 4.7(A), 4.8, Figure 19(D)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.7	1-Supporting	2	Comprehension/Understand	(c)4.I
3	C	4.7 Fig. 19(D)	1-Supporting	3	Comprehension/Understand	(c)4.J
4	J	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
5	B	4.8	2-Supporting	2	Analysis/Analyze	(c)4.K
6	F	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
7	C	4.6A	2-Readiness	3	Comprehension/Understand	(c)4.J
8	J	4.6 Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
9	A	4.6(B)	2-Readiness	3	Comprehension/Understand	(c)4.J
10	G	4.6(B)	2-Readiness	3	Comprehension/Understand	(c)4.J
11	A	4.6(B)	2-Readiness	1	Knowledge/Remember	(c)4.I
12	H	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F
13	B	4.7(A)	1-Supporting	3	Analysis/Analyze	(c)4.K
14	G	4.7(A)	1-Supporting	3	Analysis/Analyze	(c)4.K
15	C	4.7(A)	1-Supporting	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.7(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities*****Interview a Friend***

Working in pairs, have students interview partners and write short biographies of partners' lives. Ask students to write short fictional pieces about partners using some factual information. Have students highlight the parts of the fictional pieces that are not based on facts. Allow students to exchange papers with partners to read the biographies and fictional pieces and to confirm accuracy.

(TEKS: 4.7(A), 4.16, 4.16(A), 4.27, 4.28, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)3.H, (c)5.G)

***Write Your Own Autobiography***

Have students journal for one month and use their journal entries to write short autobiographies. Ask students to rewrite their autobiographies as fictional pieces. Instruct students to show the differences between their autobiographies and fiction pieces on Venn diagrams.

(TEKS: 4.7(A), 4.16(A), 4.17(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.C, (c)1.H, (c)5.G)



**Constructed-Response Formative Assessments**

(student pages 133–134)

**Knowledge/Remember**

Old Betsy

(TEKS: 4.7, DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses should explain an event from the interview that could not have happened.

(TEKS: 4.7(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience of hearing an exaggerated story.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include he was a soldier who fought and died at the Alamo, he helped his family, he set a positive example, he was a hard worker.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students answer the question and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include words and illustrations to create a campaign poster.

(TEKS: 4.14, 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 135)

**Motivation Station**

Answers may vary. Student responses should include exaggerations.

(TEKS: 4.8, 4.16, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Journal**

Answers may vary. Student responses should include a tall tale that stretches the truth about a personal experience.

(TEKS: 4.16(A), 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 136)

The Homework is an informational selection that discusses the coonskin cap and its popularity in the United States because of the television show about David Crockett. A cross-curricular connection for this selection might focus on television and its influence on culture.

**TEKS addressed in the Homework**

4.2(B), 4.11(A), 4.19(F)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	D	4.19(F)	1-Readiness	2	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Read a biography or autobiography of a famous person or hero. Write interview questions and answers based on information found in the text about that person or hero.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Stand Tall, David Crockett," "Live with Davy Crockett," and the Homework selection.
2. Read a biography or autobiography of a famous person or hero, recording notes about that person's life.
3. Answer questions about your task.
  - How does the information in "Stand Tall, David Crockett" influence the reporter's questions in "Live with Davy Crockett"?
  - What is the most important information you learned about the subject of the biography or autobiography you read?
  - What questions might be necessary for you to ask your subject in order to help others understand what makes that person important?
4. Prepare a list of interview questions based on information from the biography or autobiography. Write answers to your questions that your subject would most likely provide during an interview.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Accuracy of Information, Purpose of Questions, Clarity of Answers, Language and Conventions.

**Getting Started**

(student pages 137–148)

**Introduction**

This unit contains paired informational selections on the topic of electromagnets as power sources. A cross-curricular connection for this unit might focus on physical science.

**Building Background Knowledge**

Introduce this unit by viewing a video clip about maglevs or electromagnets. After viewing the clip, have students record notes detailing what they learned from the clip and additional information they would like to learn. Debrief student responses.

(TEKS: 4.11(A), 4.18, 4.27, Figure 19(A), Figure 19(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

**Suggested Formative Assessment**

After viewing the clip, pose basic comprehension questions about the information in the clip. Have students record responses. Review student responses to determine individual student comprehension of information presented in the video clip.

(TEKS: 4.18, 4.27, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Magnetism and Electromagnets* – Eve Hartman and Wendy Mechbeshner

*Electromagnets in Action* – Albert Rovira Sumalla and Parramen

*Exploring and Understanding Magnets and Electromagnets* – Edward Victor

*High Speed Trains (Built for Speed)* – Holly Cefrey

*Mega Book of Trains: Discover the Most Amazing Locomotives on Earth!* – Chrysalis Children's Books

*Transportation Then and Now (First Step Nonfiction Then and Now)* – Robin Nelson

*Transportation in Many Cultures (Pebble Plus: Life Around the World)* – Martha E. H. Rustad

*Transportation: From Walking to High-Speed Rail (Timeline History)* – Elizabeth Raum

*Forms of Energy (Sci-Hi: Physical Science)* – Anna Claybourne

*Energy: Its Forms, Changes, & Functions (Investigate the Possibilities)* – Tom DeRosa and Carolyn Reeves

*Wackiest Machines Ever!: Forms of Energy (Raintree Fusion)* – Paul Mason

*Energy* – Kathleen M. Reilly

*Forms of Energy (Amazing Science)* – Herbert West

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

disconnect*	levitation	affix
polarity*	maglev	meaning
repel*	magnetic field	prefix
efficient	magnetized	root
electromagnets	maintenance	suffix
guideway	reliable	vocabulary
industry		

**Vocabulary Activities*****Prefix/Suffix Add***

Provide students with charts that list common prefixes and suffixes and their meanings. Have students write new words by adding prefixes or suffixes to familiar words. Instruct students to write definitions for the words or to use them in meaningful sentences.

(TEKS: 4.2(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

***Word Part Charts***

Have students use selection-specific vocabulary to complete charts labeled *Word*, *Prefix*, *Root Word*, *Suffix*, *Meaning of Word*. Allow students to debrief with partners.

(TEKS: 4.2(A), 4.29(A), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Pose the following questions to students.

- What steps do you complete when you encounter words and phrases you do not know? Explain your thinking. (Use background knowledge. Look at the sentences before and after to help build meaning. Use suffixes or prefixes to determine meaning. Use a digital or print dictionary.)
- What text features might help you better understand unfamiliar words and phrases? Explain your thinking. (Use illustrations, captions, charts, diagrams or graphs.)

Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(A), 4.2(B), 4.2(E), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



Unpacking the TEKS

## TEKS Focus 4.2(A)

## Reporting Category 1-Readiness

*Students understand new vocabulary and use it when reading and writing. Students are expected to:*

*(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.*

An **affix** is a group of letters added to the beginning or end of a **root** that changes the meaning of the word. A root is the remaining word when all affixes have been removed. Affixes are prefixes and suffixes. A **prefix** is a word part added to the beginning of a root word. A **suffix** is a word part added to the end of a root word. Knowing the meaning of a prefix or a suffix helps the reader understand the meaning of a word.

**Common Prefixes and Meanings**

auto –	self
bio –	life
deca –	ten
geo –	earth
photo –	light
poly –	many
tele –	far
therm –	heat
uni –	one

**Common Suffixes and Meanings**

– able	can do
– al	relating to
– ic	nature of, like
– ion	act of, state of, result of
– ist	one who
– ity	state of, quality
– less	without
– ly	like
– ology	study of

**Instructional Activities****Word Sort**

Distribute cards to students that contain words with prefixes or suffixes. Have students work in small groups to sort the words according to common prefixes or suffixes. Ask students to read the words and discuss the meanings, noting how the prefixes or suffixes change the meanings of the root words. Extend the activity by having students write additional words that contain the prefixes or suffixes from the sorting activity.

(TEKS: 4.2(A), 4.29(A), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

**Prefix/Suffix Charting**

Provide students with reading logs divided into columns labeled *Prefixes*, *Suffixes*. During independent reading, ask students to locate words that contain specified prefixes or suffixes and record the words in appropriate columns. Ask students to read the words and discuss the meanings, noting how the prefixes or suffixes change the meanings of root words.

(TEKS: 4.2(A), 4.29(A), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

**Suggested Formative Assessment**

Provide students with charts that list common prefixes or suffixes and their meanings. Have students write words by adding prefixes or suffixes to familiar words. Ask students to record the meanings of the new words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(A), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

**Assessment of TEKS**

(student pages 141–144)

TEKS addressed in the selection

4.2(A), 4.2(B), 4.10, 4.11, 4.11(A), 4.11(B), 4.11(C), 4.11(D), Figure 19(D)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
2	H	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
3	B	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
4	G	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
5	A	4.11(D)	3-Readiness	2	Comprehension/Understand	(c)4.I
6	F	4.11(C)	3-Readiness	3	Analysis/Analyze	(c)4.K
7	C	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
8	J	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
9	D	4.11 Fig. 19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
10	G	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
11	C	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
12	G	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
13	C	4.11(A)	3-Readiness	3	Analysis/Analyze	(c)4.K
14	F	4.11(C)	3-Readiness	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.2(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Word Play**

Distribute cards to students that contain words with prefixes or suffixes and root words. Ask students to build new words by combining root word cards with prefix or suffix cards. Have students explain the meanings of the newly-constructed words to partners or small groups.

(TEKS: 4.2(A), 4.28, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

**Find the Prefix/Suffix**

Using highlighter tape, ask students to highlight words with prefixes or suffixes when identified in specified or independent texts. Direct students to discuss the word parts and meanings with partners or in small groups.

(TEKS: 4.2(A), 4.29(A), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.B, (c)1.C, (c)1.E, (c)1.F, (c)3.E, (c)4.F, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 145–146)

**Knowledge/Remember**

Electromagnets: power source, wire, iron core

Maglev: electrical power source, metal coils, guidance magnets

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include an electromagnet only has a magnetic force when the electric current is on, whereas, a regular magnet's force cannot be turned on or off.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of a situation in which an electromagnet would be useful.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include pollution, fuel expenses, maintenance costs, safety issues with a description of the problems and solutions.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students provide an opinion with a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an advertisement for a maglev.

(TEKS: 4.14, 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 147)

**Motivation Station**

- |                |                 |
|----------------|-----------------|
| 1. 0 degrees   | 5. mass         |
| 2. compass     | 6. amphibian    |
| 3. ice         | 7. warm-blooded |
| 4. thermometer | 8. sun          |

(TEKS: 4.2(C), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a description of the meaning of "magnetic personality."

(TEKS: 4.18(A), 4.18(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)



**Homework Assessment**

(student page 148)

The Homework is an informational selection that discusses the history of magnets. A cross-curricular connection might focus on Earth science.

**TEKS addressed in the Homework**

4.2(B), 4.11, 4.11(A), Figure 19(D)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
2	J	4.11 Fig. 19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Create a new form of transportation powered by an alternative energy source. Prepare a representation of your transportation and display on a poster. Use text features to provide additional information about your form of transportation and its energy source.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Electromagnets at Work" and "Traveling by Maglevs."
2. Gather information about alternative sources of energy. Determine which source you will use to create your new form of transportation.
3. Research the basic elements of current forms of transportation. Determine which elements you will use to create your new form of transportation.
4. Answer questions about your task.
  - How do the use of electromagnets impact the maglev?
  - How will your chosen source of energy impact your new form of transportation?
  - How will you construct your transportation so that it receives the most benefit from your selected energy source?
5. Plan and design your new form of transportation and prepare your visual display.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and for teacher scoring: Realistic Design, Appropriate Use of Alternative Energy, Originality, Visual Display.

## Getting Started

(student pages 149–158)

### Introduction

This unit contains a literary nonfiction selection about Stephen F. Austin. This biography shares information about the role Austin played in the history of Texas. A cross-curricular connection for this unit might focus on important people in the early history of Texas.

### Building Background Knowledge

Choose a book about Stephen F. Austin from the suggested list to use as a read aloud. Have students use bull's eye graphic organizers to record notes during the read aloud.

(TEKS: 4.11(B), 4.27, Figure 19(A), Figure 19(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)2.J, (c)5.G)

### Suggested Formative Assessment

Have students categorize the information from the bull's eye graphic organizers into columned charts. Instruct students to select labels for categories and place details in the appropriate columns. Review student responses to determine individual student understanding of organizing the information about Stephen F. Austin.

(TEKS: 4.11(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Stephen F. Austin: The Son Becomes Father of Texas (Texas Heroes For Young Readers)* – Mary Dodson Wade

*Moses Austin and Stephen F. Austin: A Gone to Texas Dual Biography* – Betsy Warren

*Stephen F. Austin: Wilderness Pioneer* – Carol Hoff

*Stephen F. Austin (Profiles in American History)* – Russell Roberts

*Stephen F. Austin and the Founding of Texas* – James L. Haley

*Stephen F. Austin, Father of Texas* – Jean Flynn

*The Story of Texas (Four Volumes in One)* – John Edward Weems

*Texas: An Illustrated History* – David G. McComb

*People of Texas (State Studies: Texas - 2nd Edition)* – Mary Dodson Wade

*Texas History Stories* – E. G. Littlejohn

*Texas (Eyewitness Books)* – Simon Adams

*Texas History* – Mary Dodson Wade

*A Child's History of Texas* – Sarah Jackson and Scott Arbuckle

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

judge*	mining	dictionary
adjust	natural	glossary
colonists	outcome	meaning
colonization	pneumonia	pronunciation
constitution	province	syllabication
establish	representative	understand
historians	Revolution	vocabulary
immigration	roles	
legislator	social structure	

**Vocabulary Activities*****Web the Word***

Have students create word webs by writing selection-specific vocabulary words in center circles. In first outer circles, instruct students to write meanings of the words based on the context of the selection. In second outer circles, have students write meanings of the words in different contexts.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

***Group Password***

Have students work in two teams to guess vocabulary words. Choose representatives from each team to be clue-givers. Show the clue-givers a word and its definition. Instruct the Team A clue-giver to announce a clue. Allow Team A to have one guess. If correct, the team receives a point. If incorrect, Team B has a turn to guess. If correct, Team B receives a point. If incorrect, Team A clue-giver provides another clue. Continue rotating turns until all words have been played.

(TEKS: 4.2(B), 4.29, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)3.D, (c)4.F)

**Suggested Formative Vocabulary Assessment**

Have students write matching words as definitions are called. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.2(E)

#### Reporting Category 1-Readiness

*Students understand new vocabulary and use it when reading and writing. Students are expected to:*

*(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.*

A **dictionary** and a **glossary** are resources that provide information about words. These reference materials may be found in print or digital form.

A dictionary is a reference containing an alphabetical listing of words with information provided for each word. A dictionary entry might include the following information.

- The definition(s) of a word
- The syllable(s) of a word
- The pronunciation(s) of a word
- The part(s) of speech of a word
- The origin of a word
- The root of a word

A glossary is an alphabetical listing of words and their meanings found in the back of a book or at the conclusion of a digital source. A glossary includes terms within that book that are newly introduced or specific to the topic of the book.

### Instructional Activities

#### *Guide Words*

Provide students with print versions of dictionaries and lists of words. Direct students to locate words in the dictionaries and record the guide words from the pages where the words are located.

*(TEKS: 4.2(E), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)*

#### *Dictionary Scavenger Hunt*

Provide clues that lead students to locate words in a print or digital dictionary (e.g., *Locate a word that begins with hum and means "not proud."* Answer: *humble*).

*(TEKS: 4.2(E), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F)*

### Suggested Formative Assessment

Ask students to locate words in digital or print dictionaries and record the meanings of the words. Then, direct students to draw pictorial representations of the word meanings. Use student responses to correct comprehension errors and to plan for further instruction or interventions.

*(TEKS: 4.2(E), 4.14, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)*

**Assessment of TEKS**

(student pages 152–154)

TEKS addressed in the selection

4.2(E), 4.4(A), 4.7, 4.14, 4.19(F)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.7	1-Supporting	2	Comprehension/Understand	(c)4.J
2	J	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
3	A	4.7	1-Supporting	2	Comprehension/Understand	(c)4.I
4	H	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
5	D	4.14	2-Supporting	2	Application/Apply	(c)4.I
6	H	4.2(E)	1-Readiness	1	Application/Apply	(c)4.F
7	A	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
8	G	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
9	B	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
10	F	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
11	D	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
12	J	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.2(E)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities*****Dictionary Race***

Provide students with print dictionaries. Call words and have students race to locate the words. Ask the winners of each round to read the words and definitions.

(TEKS: 4.2(E), 4.27, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)3.E, (c)4.F)

***Mystery Word***

Provide students with print dictionaries. Ask students to locate words as clues are given (e.g., *I begin with the twelfth letter of the alphabet, my second letter is a vowel, I have three syllables, and my last letter is a t. Answer: lariat*). Note: Multiple words may match the clues.

(TEKS: 4.2(E), 4.27, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)3.E, (c)4.F)

***Pronounce-Word-Meaning***

Provide students lists of the pronunciations of content vocabulary. Have students use print or digital dictionaries to locate the words represented by the pronunciations. Direct students to write meaningful sentences using the words.

(TEKS: 4.2(E), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)3.E, (c)4.F, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 155–156)

**Knowledge/Remember**

Student responses should include three of the following: managed his father's mining business, Missouri legislator, Director of Bank of St. Louis, Leader in the Missouri militia, District Judge, Leader of San Felipe de Austin, Texas Secretary of State.

(TEKS: 4.7, DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses may include Stephen F. Austin was known as the Father of Texas because he brought the first settlement to Texas, he represented Texas with the governments of Mexico and the United States, he dedicated his life to obtaining Texas statehood and independence from Mexico.

(TEKS: 4.7, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience leading a group.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

**Pros****Cons**

Excitement of living in new land

Fear of living in unsettled land

Participation in setting up the colony

Dependence on the colonists to meet their own needs

Land was available for growth

Future was unsure due to Mexican government

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students provide an opinion with reasonable support.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an advertisement appropriate for Austin to use to persuade colonists to move to Texas.

(TEKS: 4.14, 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 157)

**Motivation Station**

**1793:** Austin is born in Virginia

**1803:** Austin attends school in Connecticut

**1821:** Austin locates land for the colony near the Brazos River

**1830:** Mexican government discontinues immigration into Texas

**1833:** Austin travels to Mexico to request that Texas become a state and have its own constitution

**1835:** Austin is released from prison, the Texas Revolution begins, Austin leads the Revolutionary army

**1836:** Texas wins its independence from Mexico, Austin is chosen as Texas Secretary of State, Austin dies of pneumonia

(TEKS: Social Studies 4.21(C), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience about taking a risk.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)



**Homework Assessment**

(student page 158)

The Homework contains an informational selection on the history of the city of Austin, Texas. A cross-curricular connection might focus on important cities in Texas.

**TEKS addressed in the Homework**

4.2, 4.2(B), 4.11, Figure 19(E)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
3	D	4.11 Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Create an art piece that represents one nationality of Texas settlers. Prepare a display for your art piece that might be appropriate for placement in a museum. Your display should include a printed or recorded explanation.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Stephen F. Austin: The Father of Texas."
2. Use digital and print sources to gather information about nationalities of people who settled in Texas. Determine which nationality will be the focus of your task.
3. Research information about the culture and art forms of your chosen nationality.
4. Answer questions about your task.
  - How might the culture and art forms of Austin's colonists have impacted their settlement?
  - What interested you in the nationality you selected?
  - How will you represent the nationality in your art piece?
  - What materials do you need and what procedures will you follow to create your art piece?
  - How will you display your art piece so museum guests will understand the connection between your nationality and your art piece?
5. Create your art piece and the printed or recorded explanation.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Accuracy of Information, Organization, Connection of Art and Nationality, Creativity.

**Getting Started**

(student pages 159–168)

**Introduction**

This unit features paired selections that provide students information about the World Championship Duck Calling Contest in Stuttgart, Arkansas. “Calling All Ducks” is an informational account, while “The Special Calling” is a literary account of a personal experience. A cross-curricular connection for this unit might focus on competitions and special events.

**Building Background Knowledge**

Conduct a classroom contest by having students work in small groups to brainstorm for three minutes lists of familiar contests. Allow students to share and post brainstormed lists.

(TEKS: 4.15(A), 4.29, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.H)

**Suggested Formative Assessment**

Have students write a paragraph describing the personal experience of participating in the Building Background Knowledge activity. Review student responses to determine individual student understanding of writing personal experience pieces.

(TEKS: 4.17(A), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Ducks Don’t Get Wet* – Augusta Goldin

*John Philip Duck* – Patricia Polacco

*Belle-Duck at the Peabody* – Dean Faulkner Wells

*The Decoy* – Nathaniel Lachenmeyer

*Sitting Ducks* – Michael Bedard

*Duck Blind Love* – Corinne M. Litzenberg

*A Good Day for Ducks* – Doug Truax

*Ducks* – Wil Mara

*Duck Hunting* – Thomas K. Adamson

*The Candy Corn Contest (The Kids of the Polk Street School)* – Patricia Reilly Giff

*The Sand Castle Contest* – Robert Munsch

*Competitions for Talented Kids* – Frances A. Karnes & Tracy L. Riley

*The Contest Kid Strikes Again* – Barbara Brooks Wallace

*365 Ways You Can Make the World a Better Place in the New Millennium: Contest-winning ideas by kids for kids!* – Peggy Gavan

*The Popcorn Contest (Why Fair Isn’t Equal) (Kid’s View of the World)* – Mindy McAlindon

*All the Best Contests for Kids* – Joan M. Bergstrom and Craig Bergstrom

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

devices*	migration	analyze
refine*	qualify	author's purpose
antique	reign	conclusion
camouflage	residents	contemporary context
clinics	route	cultural context
divisions	routine	evidence
duck blind	scholarship	historical context
flyway	skeins	inference
heart	skyline	text
		understanding

**Vocabulary Activities*****I Have Connections***

Have students choose words from the selection-specific vocabulary list, illustrate personal connections to the words, and provide one-sentence explanations of the connections.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

***Vocabulary Analogies***

Have students complete analogies using selection-specific or TEKS vocabulary words (e.g., *Migration is to \_\_\_\_\_ as residents is to \_\_\_\_\_. Analyze is to \_\_\_\_\_ as inference is to \_\_\_\_\_*).

(TEKS: 4.2(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Have students use the TEKS vocabulary words to compose paragraphs that explain authors' purposes for composing expository texts. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.10

#### Reporting Category 3-Readiness

*Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.*

All writing has a purpose. An author chooses words for a specific purpose when writing any text. The **author's purpose** is the reason an author has for writing a selection, such as to explain, to describe, to inform, or to persuade. Good readers think about the author's purpose while reading. Some selections may have two purposes. For example, a text might inform the reader of foods that have healthful benefits and also persuade the reader to consume certain foods. When students are reading informational texts, teach them to ask questions that result in inferences and to draw conclusions about the texts based on textual evidence.

An author's purpose for writing informational texts include:

**To inform** – to provide information to the reader using actual details and facts to teach about topics

**To describe** – to provide a mental or visual image of the topic or object using descriptive and thorough details

**To explain** – to provide step-by-step directions or instructions to complete a task or to produce an outcome

**To persuade** – to provide a convincing statement or argument in order for the reader to agree with the author's position or viewpoint

### Instructional Activities

#### *Whole-Group Readers*

After reading informational texts, lead students to discuss the details in the texts that help to determine the authors' purposes. Remind students to read between the lines and to read beyond the lines as they analyze the texts. Ask questions to help guide student thinking about the author's purpose (e.g., *What is the topic of the text? Why might the author have chosen this topic? What does the author hope to accomplish by sharing the information in the text?*).

(TEKS: 4.10, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

#### *Shared Writing*

Have students work with partners and write paragraphs to inform, to explain, to describe, or to persuade. Allow students to share paragraphs and have audience members identify the purposes.

(TEKS: 4.10, 4.18(A), 4.27, 4.28, 4.29, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)5.G)

### Suggested Formative Assessment

Provide brief informational texts for students to read and analyze. Ask students to write paragraphs that identify the authors' purposes and use the texts to support the identifications. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.10, 4.18(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Assessment of TEKS**

(student pages 161–164)

**TEKS addressed in the selection**

4.2(B), 4.6, 4.6(A), 4.6(B), 4.6(C), 4.10, 4.11(A), 4.11(B), 4.14, 4.19(F), Figure 19(D)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	D	4.14	3-Supporting	2	Application/Apply	(c)4.J
4	J	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
5	C	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
6	G	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
7	B	4.14	2-Supporting	2	Application/Apply	(c)4.I
8	F	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
9	A	4.6	2-Readiness	3	Analysis/Analyze	(c)4.K
10	J	4.6(C)	2-Supporting	2	Analysis/Analyze	(c)4.K
11	B	4.6(B) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
12	F	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
13	A	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
14	J	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
15	C	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
16	H	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.10**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities*****Check for Understanding***

Review the types of informational writing and their purposes. Brainstorm familiar texts that match each type and purpose. Post information gathered during the brainstorming activity. Ask students to use digital or print newspapers or magazines to locate examples of the informational writing types and find and record evidence from the text to identify and support the identifications. Allow students to use the posted information to confirm their identifications.

(TEKS: 4.10, 4.15(A), 4.24, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

***On the Box***

Have students work in small groups and identify types of authors' purposes found on product boxes. Ask students to explain their identifications.

(TEKS: 4.10, 4.14(A), 4.28, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Constructed-Response Formative Assessments**

(student pages 165–166)

**Knowledge/Remember**

to settle a disagreement about who was the best duck caller

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include a rehearsed performance for a variety of duck calls that lasts for ninety seconds.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience of participating in a contest.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include contestants are expected to perform skillfully over time.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students provide an opinion with a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an advertisement for the duck calling contest.

(TEKS: 4.14, 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 167)

**Motivation Station**

buck, back, lack, lace, face, fact

Answers may vary. Student responses should include an original word chain with clues.

(TEKS: 4.2, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)4.D, (c)5.G)

**Journal**

Answers may vary. Student responses should include a description of a pleasant memory.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 168)

The Homework is an informational selection that shares information about the Peabody ducks. A cross-curricular connection to this selection might focus on family or community traditions.

**TEKS addressed in the Homework**

4.2(B), 4.11(A), 4.11(C)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	F	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	B	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Create a contest appropriate for fourth-grade students. Include the following elements: title, purpose, guidelines, time line, prizes, entry form.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Calling All Ducks" and "The Special Calling."
2. Use digital and print sources to research and gather information about contests for children.
3. Choose the type of contest you will plan, and research similar contests.
4. Answer questions about your task.
  - Why was the World Championship Duck Calling Contest originated?
  - What is the purpose of contests?
  - How can you make your contest one that people will be enthusiastic about entering?
  - What information from your research will be helpful as you develop the different elements of your contest?
  - How will you determine the winner of your contest?
5. Develop your contest with the required elements.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Inclusion of Elements, Clarity of Guidelines, Organization, Purpose/Contest Connection.

## Getting Started

(student pages 169–176)

### Introduction

“The Two Best Times of the Year” is a literary fiction selection that tells the story of a grandmother’s special visits with her grandchildren. A cross-curricular connection for this unit might focus on family celebrations.

### Building Background Knowledge

Have students brainstorm a list of family celebrations and activities. Invite students to describe personal experiences to and provide details required for planning celebrations and activities.

(TEKS: 4.15(A), 4.28, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)3.D)

### Suggested Formative Assessment

Have students create invitations to family celebrations. Remind students to include the following elements: date, time, place, purpose, and schedule of events. Review student responses to determine individual student understanding of the format and elements of invitations and the details required to plan special events.

(TEKS: 4.18(B), DOK: 2, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Your Moon, My Moon: A Grandmother’s Words to a Faraway Child* – Patricia MacLachlan

*Grandmothers’ Stories* – Burleigh Muten

*Family Fun Nights: 140 Activities the Whole Family Will Enjoy* – Lisa Bany-Winters

*My Family Tree Workbook* – Rosemary A. Chorzempa

*Favorite Board Games You Can Make and Play* – Asterie Baker Provenzo and Eugene F. Provenzo, Jr.

*25 Super Cool Math Board Games: Easy-to-Play Reproducible Games that Teach Essential Math Skills, Grades 3-6* – Lorraine Egan Hopping

*Journey to Gameland: How to Make a Board Game from Your Favorite Children’s Book* – Ben Buchanan, Carol J. Adams, and Susan Allison

*Math Puzzlers (Grades 2-5)* – Sonya Kimble-Ellis

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

ritual*	episode	change	interaction
aboard	jig	character	relationship
aroma	personality	conclusion	structural pattern of fiction
carousel	professional	elements of fiction	
comical	sputtered	evidence	understand
concoctions	wardrobe	inference	
crimson			

**Vocabulary Activities****See the Vocabulary**

Have students use periodicals to locate illustrations or photographs that depict meanings of words. Have students use the vocabulary words to write captions for the illustrations or photographs. Allow students to share and post visual displays.

(TEKS: 4.2(B), 4.14, 4.18, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Predict, Share, Confirm**

When introducing new words or phrases, have students complete the following steps.

1. Individually answer the question, "What do I think \_\_\_\_ means?"
2. With partners, share predictions of meanings.
3. With another pair, collaborate to write definitions. Allow students to use digital or print sources to confirm accuracy of the predictions and the definitions.

(TEKS: 4.2(B), 4.29, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)2.E, (c)3.E, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Post a word bank of selection-specific vocabulary words. Have students use their own words to write definitions for the posted words. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.6(B)

#### Reporting Category 2-Readiness

*Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:*

*(B) describe the interaction of characters including their relationships and the changes they undergo.*

A **character** is a person, thing, or animal in a literary selection. A character plays an important role in the development of the story's plot. Often, the actions of a character define what events occur in the story. A **character's relationships** with others and the conflicts or problems he/she faces advance the plot toward its climax and resolution. As an example, if the theme of the story is determination, the author might choose to write about the actions, thoughts, and motivations of a character that demonstrate determination. The actions and experiences of the character help develop the plot and the theme of the story. At times, characters experience events that cause their feelings, thoughts, and motivations to **change**. The following questions may be helpful as students analyze characters.

- What are the character's actions, spoken words, thoughts, feelings, and motivations?
- Why does the character act as he/she does?
- What relationship does the character have with others?
- What do other characters say about the character?
- What change does the character experience in the story?
- What does the character learn in the story?

Traits describe the characters in literary selections. Character traits may include physical appearance, personality, speech, behavior, actions, thoughts, feelings, motivations, or interactions with other characters. The following includes common terms used to identify traits of characters: honest, brave, thoughtful, excited, strong, studious, creative, intelligent, happy, pretty, conceited, demanding, wild, neat, funny, popular, shy, lazy, rich, poor, bossy, busy, handsome, and hard-working.

### Instructional Activities

#### *Characters Change*

Have students write descriptions of characters after reading beginnings of literary selections. Instruct students to write descriptions of the same characters at the conclusions. Discuss the changes the characters undergo, including thoughts, feelings, and actions. Have students answer the following questions: *How does the character change? What causes these changes? What does the character learn from his/her experiences?*

(TEKS: 4.6(B), 4.18(A), 4.29(A), Figure 19(B), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.I, (c)3.D, (c)3.E, (c)3.G, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

#### *Charting the Characters' Traits*

Have students brainstorm a list of character traits, recording the traits on a posted chart. As students read literary selections, have them record on the chart the names of characters who exhibit the traits.

(TEKS: 4.6(B), 4.15(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.C, (c)2.D, (c)2.E, (c)3.D, (c)3.E, (c)3.G, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

### Suggested Formative Assessment

Have students identify and write five words that describe main characters in literary selections. Ask students to record evidence from the texts that supports the descriptions. Use the evidence to clarify misconceptions or to plan further instruction or interventions.

(TEKS: 4.6(B), 4.18, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Assessment of TEKS**

(student pages 171–172)

**TEKS addressed in the selection**

4.2(B), 4.3(A), 4.6(A), 4.6(B), 4.6(C), 4.8, 4.14, Figure 19(D)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
2	H	4.6(A) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
3	D	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K
4	J	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
5	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
6	H	4.6(B) Fig. 19(D)	2-Readiness	2	Comprehension/Understand	(c)4.J
7	A	4.6(C)	2-Supporting	2	Analysis/Analyze	(c)4.K
8	G	4.6(B)	2-Readiness	3	Comprehension/Understand	(c)4.J
9	D	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
10	F	4.8	2-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.6(B)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Conflicts Between Characters**

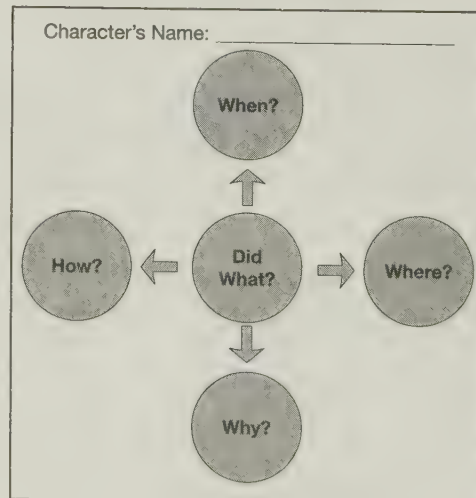
In pairs, have students identify conflicts between two characters in literary selections. Instruct pairs to perform ways the characters resolve the conflicts in the texts.

(TEKS: 4.6(B), 4.29, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Characterization Web**

Prepare web organizers as the example shown. Have students complete the webs answering the questions about the characters' actions in literary selections.

(TEKS: 4.6(B), 4.14, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.D, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Characterization Web**



**Constructed-Response Formative Assessments**

(student pages 173–174)

**Knowledge/Remember**

Chicago

(TEKS: 4.6(A), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include short, wears old-fashioned clothes, smiles often, makes funny faces.

(TEKS: 4.6(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of a family ritual.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include Nonnie's visits would occur more frequently, Nonnie's visits might not be as special, Nonnie might live with the family, the boys would visit Nonnie at her home.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle an answer and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a description of an original game.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 175)

**Motivation Station**

Answers may vary. Student responses should include items appropriate for a time capsule with an explanation of the importance of each item.

(TEKS: 4.18, DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)

**Journal**

Answers may vary. Student responses should include a description of an anticipated birthday ritual.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 176)

The Homework is an informational selection that describes how to play the board game Chinese checkers. A cross-curricular connection for this selection might focus on procedures for playing other games.

**TEKS addressed in the Homework**

4.2(B), 4.11(A)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	B	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.18, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Create an original board game for four people that teaches a math skill. Prepare a presentation that demonstrates the game.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)3.D, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read the Homework selection.
2. Research popular board games, including information about rules, procedures, and materials.
3. Choose the math skill you will teach and review information about that skill.
4. Select the format for your game and plan the rules, materials, and procedures.
5. Answer questions about your task.
  - How does the author of the Homework selection explain the game of Chinese checkers?
  - What board games do you enjoy? What makes those games educational and interesting?
  - How will you make your game educational and interesting?
  - What materials will you need when developing your board game?
  - How will you teach others to play your game?
6. Design your board game and plan your presentation.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Oral and Written Directions, Connection to Math Skill, Visual Appeal, Effectiveness of Game.

**Getting Started**

(student pages 177–184)

**Introduction**

This unit includes an informational selection that describes the development and impact of the railroad on the state of Texas. A cross-curricular connection for this unit might focus on types of transportation and the importance of each type to people.

**Building Background Knowledge**

Provide the following information to students: *The first railroad in Texas opened in 1853. Prior to this time, the main form of transportation on land was by horseback or by wagon. Between 1853 and 1880, 2,440 miles of track were laid. This began the railroad boom. In the next decade, another 6,000 miles of track were laid.* Display this *Cause-and-Effect* chart, including the causes, and lead students in a discussion to identify and add the effects.

Cause	Effect
The Texas government gave land to railroad companies.	Railroads spread across Texas.
Railroads brought many people to Texas.	Cities grew in Texas.

(TEKS: 4.11(C), 4.27, Figure 19(A), Figure 19(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)2.E, (c)1.F, (c)3.E, (c)5.G)

**Suggested Formative Assessment**

Ask students to write paragraphs to predict what might have happened if the railroads had not been built in Texas. Review student responses to determine individual student understanding of making predictions based on the discussion and the *Cause-and-Effect* chart.

(TEKS: 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Texas (Eyewitness Books)* – Simon Adams

*The Railroad (Life in the Old West)* – Bobbie Kalman

*Railroads of the West (The American West)* – Hannah Strauss Magram

*The Building of the Transcontinental Railroad (Graphic History series)* – Nathan Olson

*Railroad Fever: Building the Transcontinental Railroad 1830-1870 (Crossroads America)* – Monica Halpern

*The Railroad Fuels Westward Expansion (1870s) (Railroad in American History)* – Russ Roberts

*You Wouldn't Want to Work on the Railroad!: A Track You'd Rather Not Go Down* – Ian Graham

*Ten Mile Day: And the Building of the Transcontinental Railroad* – Mary Ann Fraser

*The Transcontinental Railroad (Building History)* – Thomas Streissguth

*The Transcontinental Railroad (Turning Point in History)* – Marilyn Miller

*The Transcontinental Railroad: A Primary Source History of America's First Coast-To-Coast Railroad* – Gillian Houghton

*Make Your Own Web Page!: A Guide for Kids* – Ted Pedersen and Francis Moss

*Home Page: An Introduction to Web Page Design* – Christopher Lampton

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**

industries*	impact	underdeveloped
transportation*	inland	urban
blossomed	intersected	utilized
coastal	interstates	
construction	isolated	
decade	options	
decline	population	
depots	settlers	
development	spanned	
economy	stretched	
hardships	transport	

**TEKS Vocabulary**

analyze  
 cause-and-effect  
 compare-and-contrast  
 conclusion  
 evidence  
 explicit relationship  
 expository text  
 idea  
 implicit relationship  
 inference  
 sequence  
 understanding

**Vocabulary Activities*****Student Teachers***

Assign students selection-specific or TEKS vocabulary words. Have students use digital or print dictionaries to prepare descriptions, explanations, or examples to teach the words to partners, small groups, or the whole group.

(TEKS: 4.2(E), 4.28, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)3.D, (c)3.H, (c)4.F, (c)5.G)

***Distinguished Examples***

When teaching new vocabulary words, provide students with examples and non-examples of the words and definitions. Ask students to note similarities/differences on two-column charts labeled *Examples*, *Non-Examples* to help identify the distinguishing features of the words.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Have students use two-column charts labeled *Word Definitions*, *Word Connections* to record definitions for and associations with the vocabulary words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



Unpacking the TEKS

## TEKS Focus 4.11(C)

## Reporting Category 3-Readiness

*Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:*

*(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.*

The organizational pattern of texts refers to the way an author organizes the information. Authors write about events, topics, or ideas using an order that makes sense to the reader. Three common organizational patterns and often identified signal words found in expository texts are as follows.

**Sequence** – placing facts, events, or concepts in the order of occurrences on the basis of order or time; signal words include *first, and, then, next, finally, before, after*

**Comparisons** – recording the similarities and differences between facts, concepts, people, or ideas; signal words include *similar to, alike, different from, compared to, unlike*

**Cause-and-effect** – describing the causes and effects of actions or events; signal words include *so, because, when, if, in order to, cause, effect*

## Instructional Activities

*Model Your Thinking*

Provide students with expository texts and use the *Think Aloud* strategy to model the steps needed to identify the patterns of the texts.

- Introduce a specified organizational pattern.
- Provide an example of a text that follows that pattern.
- Highlight the signal words in the text.
- Use an appropriate graphic organizer to analyze the text and identify the pattern.
- Discuss the reason(s) the author selected this pattern.

(TEKS: 4.11(C), 4.27, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.H, (c)2.D, (c)2.G, (c)2.I, (c)4.D)

*Questions, Questions*

After reading common expository texts independently, lead class discussions to guide student thinking as they identify the organizational patterns used in the texts. Discuss how the organizational patterns influence the relationships among the ideas in the texts using the following questions.

- What organizational structure does the author use to organize the text?
- What text evidence supports this structure?
- Why does the author use this structure?
- How does this structure help the reader understand the text?

(TEKS: 4.11(C), 4.29(A), Figure 19(B), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

## Suggested Formative Assessment

After reading expository texts, have students determine the most appropriate graphic organizers to use to analyze the texts. Then have students use the graphic organizers to identify the structural patterns of the texts. Ask students to record text evidence that supports the identification of the patterns. Use student responses to correct comprehension errors and to plan for further instruction or interventions.

(TEKS: 4.11(C), 4.14, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

### **Assessment of TEKS**

(student pages 179–180)

TEKS addressed in the selection

4.2(A), 4.2(B), 4.11, 4.11(A), 4.11(B), 4.11(C), 4.14, Figure 19(D), Figure 19(E)

Selected-Response Assessment

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.11(A) Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
2	J	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
3	A	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
4	G	4.11(A) Fig. 19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
5	D	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
6	H	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
7	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
8	F	4.14	3-Supporting	2	Analysis/Analyze	(c)4.K
9	B	4.11	3-Readiness	3	Comprehension/Understand	(c)4.J
10	J	4.14	3-Supporting	1	Analysis/Analyze	(c)4.K
11	C	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
12	G	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F

### **Interventions**

TEKS Focus 4.11(C)

When formative assessments reveal students in need of intervention, use the following activities.

#### **Intervention Activities**

##### **Sequential Order**

Have students read informational texts with the sequence structural pattern. Ask students to record events on note cards. Have students exchange selections and cards with partners. Direct partners to read texts and place cards in the correct order.

(TEKS: 4.11(C), 4.18, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

##### **Comparison Patterns**

After reading expository texts that feature the comparison structural pattern, have students complete statements (e.g.,      is similar to      because     .      is different from      because     . These comparisons were important to the understanding of the text because     . The author chose to use the comparison structural pattern because     ).

(TEKS: 4.11(C), Figure 19(B), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

##### **Cause-and-Effect**

Have partners read common expository texts that feature the cause-and-effect structural patterns. Direct Partners A to identify causes found within the texts and Partners B to identify the effects of the causes. When complete, organize all Partners A and all Partners B to discuss their findings and confirm accuracy of causes and effects. Share conclusions with the whole group.

(TEKS: 4.11(C), 4.28, 4.29, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)



**Constructed-Response Formative Assessments**

(student pages 181–182)

**Knowledge/Remember**

1853

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include Texans were able to move people and products more efficiently, railroads allowed more people to move to Texas, railroads allowed businesses to share their goods with people in the state and beyond.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of a product that makes life simpler.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

**Texas Before Railroads**

Texans traveled by water and wagon.  
Travel was slow and dangerous.  
Texans had little access to  
all parts of the state.

**Texas After Railroads**

Texas experienced growth because  
people could move themselves more quickly.  
Cities with businesses were  
developed along the railroads.  
Other forms of transportation were developed.

(TEKS: 4.11(C), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students answer the question and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a sketch and an explanation of an original form of transportation that would be suitable to replace a school bus.

(TEKS: 4.14, 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 183)

**Motivation Station**

Answers may vary. Student responses should include appropriate synonyms for each word from the unit selection.

(TEKS: 4.2(C), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a persuasive paragraph to encourage the construction of a railroad through their town.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 184)

The Homework contains an informational selection about the history of Fort Worth, Texas. A cross-curricular connection for this selection might focus on important cities in the history of Texas.

**TEKS addressed in the Homework**

4.11(A), 4.11(B), 4.11(C)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.J
3	D	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

**TEKS Focus** 4.14, 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Produce an information web page for a tourist attraction or special event within your community. Include the following elements: Name of Attraction/Event, Times of Day or Year Available to the Public, Cost, Interesting Facts, Historical Information, Location, and Additional Information.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "The Railways of Texas Progress" and the Homework selection.
2. Use the Internet to study web pages for communities and their attractions or special events. Record notes about layouts, visuals, and descriptions used on the web pages.
3. Research tourist attractions or special events in your community. Determine which attraction or event you will present on your web page.
4. Gather additional information about the attraction or event using print or digital sources. If possible, interview a person who is knowledgeable about the attraction or event.
5. Answer questions about your task.
  - What caused people to settle in the new towns of Texas?
  - What personal interests or information from your research influenced the choice of your attraction or event?
  - What information do you plan to include to fulfill the requirements of your web page?
  - How will you design your web page to best communicate information about your selected community attraction or event?
  - What graphics, sound effects, or other special features will you include on your web page?
6. Plan and design your web page.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Inclusion of Elements, Organization, Language and Conventions, Visual Appeal, Accuracy of Information.

## Getting Started

(student pages 185–192)

### Introduction

A “Dipper of Water” is an adaptation of a myth that explains the formation of the Big Dipper. A literary connection for this unit might focus on mythology.

### Building Background Knowledge

Introduce this unit by reading a myth to students. Guide students to understand that myths are written to explain natural phenomena, beliefs, or why people behave as they do. Have students identify which purpose the read aloud fulfills.

(TEKS: 4.3, 4.27, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I)

### Suggested Formative Assessment

Have students write summaries of the read aloud and explain why the selection is classified as a myth. Review student responses to determine individual student understanding of myths.

(TEKS: 4.3, 4.18(A), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*They Dance in the Sky: Native American Star Myths* – Jean Guard Monroe and Ray A. Williamson

*Little Bear, You’re a Star!: A Greek Myth About the Constellations* – Jean Marzollo

*Classic Myths to Read Aloud: The Great Stories of Greek & Roman Mythology* – William F. Russell

*Greek Myths* – Marcia Williams

*Myths and Legends of All Nations* – Logan Marshall

*The Illustrated Book of Myths* – Neil Philip

*Oh My Gods! A Look-it-up Guide to the Gods of Mythology* – Megan E. Bryant

*A Child’s Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and other Mythical Creatures* – Heather Alexander

*Gifts from the Gods: Ancient Words and Wisdom from Greek & Roman Mythology* – Lise Lunge-Larsen

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

### Vocabulary Focus

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

#### Selection-Specific Vocabulary

phenomena*	exposed
absorbed	gushing
ailing	parched
amazement	retrieved
dreariness	shattered
drought	sources

#### TEKS Vocabulary

analyze	inference
conclusion	lesson
contemporary context	message
cultural context	summarize
evidence	theme
genre	understanding
historical context	

### Vocabulary Activities

#### Word Work Organizer

Have students complete *Word Work* graphic organizers using unit vocabulary words.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

#### Word Part Charts

Have students use selection-specific vocabulary words to complete charts labeled *Word*, *Prefix*, *Root Word*, *Suffix*, *Word Meaning*. Ask students to note how the affixes change the meanings of the words.

(TEKS: 4.2(A), 4.2(B), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

#### Word Work

Use your own words to write the definition.

Examples	Non-examples
Word	
Illustration	

### Suggested Formative Vocabulary Assessment

Provide everyday examples/clues that identify unit vocabulary words. Using posted words, have students record words as clues are called (e.g., *The word a weather forecaster might use when a region has had no rain - drought.*). Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.27, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.3(A)

#### Reporting Category 2-Supporting

*Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:*

*(A) summarize and explain the lesson or message of a work of fiction as its theme.*

A key element of literary selections is **theme**. The theme is the central or universal idea or message of the text which expresses a truth about human behavior. The theme is important because it provides the reader the opportunity to make a personal connection to the characters and their experiences. This text-to-self connection allows the reader to enjoy the selection at a deeper level. Themes are universal in that they transcend social and cultural boundaries and address the common experiences or challenges of humans. Authors use characters, events, or outcomes as vehicles to express themes. Sometimes, themes are explicitly communicated by authors when themes are directly stated. In other instances, themes are implicitly communicated as readers must infer the themes by *reading between the lines* or *reading beyond the lines* of texts in order to identify the themes.

Common universal themes in literary texts include the following: change, courage, creativity, curiosity, determination, empathy, family, friendship, heroism, imagination, integrity, loyalty, patience, patriotism, relationships, respect, responsibility, self-direction, service, uniqueness.

#### Instructional Activities

##### *Fiction Theme I.D.*

Pose the following questions before, during, and after fiction or literary selection read alouds to guide students to identify the themes of the selections.

- Who is the main character and what is his/her role in the selection?
- What are the actions, thoughts, and motivations of the main character?
- What lesson does the character learn or come to understand during the selection?
- Which theme from the list of universal common themes best matches this lesson?

(TEKS: 4.3(A), Figure 19(B), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.C, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.E, (c)3.F, (c)3.H, (c)4.F)

##### *Mythical Duo*

In small groups, have students read myths. Ask students to discuss the settings, characters, and plots in order to determine the themes of the myths. After identifying the themes, direct students to rename the myths with titles that represent the themes. Have students record and post the new titles. As small groups present their myths, ask audience members to select the new titles for the myths from the posted titles.

(TEKS: 4.3(A), 4.16, 4.28, 4.29(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)3.E, (c)3.F)

#### Suggested Formative Assessment

Have students read two literary selections that contain common themes. Using Venn diagrams, ask students to identify and record the common themes and elements of the selections. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.3(A), 4.14, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.D, (c)4.F, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Assessment of TEKS**

(student pages 187–188)

**TEKS addressed in the selection**

4.2(B), 4.3(A), 4.6, 4.6(A), 4.6(B), 4.6(C), 4.14, Figure 19(D)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.3(A)	2-Supporting	3	Comprehension/Understand	(c)4.J
3	B	4.6(B)	2-Readiness	2	Analysis/Analyze	(c)4.K
4	J	4.6(B)	2-Readiness	3	Comprehension/Understand	(c)4.J
5	C	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
6	G	4.6(A)	2-Readiness	3	Comprehension/Understand	(c)4.J
7	A	4.6(A)	2-Readiness	3	Comprehension/Understand	(c)4.J
8	F	4.6 Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
9	D	4.6(C)	2-Supporting	3	Analysis/Analyze	(c)4.K
10	H	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.3(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Fable Talk**

In small groups, have students read fables. Ask students to discuss the characters and events in the fables and to use that information to determine the lessons or themes taught through the fables. After the themes are identified, have students write corporate or individual fables that contain the same themes.

(TEKS: 4.3(A), 4.16(A), 4.29(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)3.E, (c)4.D, (c)4.F, (c)4.G, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Poetry Pairs**

Provide partners with two poems that contain common themes. Have each partner read one of the poems and identify its theme. Ask students to share their identified themes, coming to consensus on one common theme. Direct partners to create visuals to represent both poems and the common theme.

(TEKS: 4.3(A), 4.14, 4.29, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.C, (c)2.D, (c)2.E, (c)2.H, (c)2.I, (c)3.E, (c)3.F, (c)3.G, (c)4.F, (c)4.G, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 189–190)

**Knowledge/Remember**

He trips on a tree root.

(TEKS: 4.6(A), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include a long period of time without rain or precipitation and the people were dying of thirst.

(TEKS: 4.6(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience of a time of gratefulness.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include Ayo's mother believed that water would be provided to the village, she had faith in Ayo to find the water, she knew that Ayo would share what he found, she taught Ayo to have hope and to take action when facing problems.

(TEKS: 4.6(B), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students name an item and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a headline appropriate for a newspaper.

(TEKS: 4.14, 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 191)

**Motivation Station**

Answers may vary. Student responses should include a choice for each numbered pair and a thoughtful explanation.

(TEKS: 4.18, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Journal**

Answers may vary. Student responses should include an original myth.

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)



**Homework Assessment**

(student page 192)

The Homework is an informational selection that contains an embedded myth. This myth shares the Mongolian version of the formation of the Big Dipper. A cross-curricular connection for this selection might focus on mythology from different cultures.

**TEKS addressed in the Homework**

4.2(B), 4.3(A), 4.6

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	F	4.3(A)	2-Supporting	3	Analysis/Analyze	(c)4.K
3	D	4.6	2-Readiness	3	Analysis/Analyze	(c)4.K
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Create and present a visual display of contemporary uses of three mythological characters and/or symbols. Include explanations of why those characters and/or symbols were chosen to identify the products, cities, companies, or organizations they represent.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.H, (c)3.I, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "A Dipper of Water" and the Homework selection.
2. Research the use of mythology in current digital and print sources.
3. Select three mythological references you will include in your visual display. Research why these mythological references are used.
4. Answer questions about your task.
  - Why is the myth "A Dipper of Water" important to us today?
  - Why might modern companies, advertisers, and cities have names associated with mythological characters or symbols?
  - How will you display and explain your chosen characters and/or symbols?
  - What materials will you use to prepare your visual display?
  - What information will you share in your oral presentation?
5. Plan and prepare your visual display and oral presentation.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Visual Interest/Creativity, Effectiveness of Written Explanation, Accuracy of Information, Clarity of Presentation.

**Getting Started**

(student pages 193–202)

**Introduction**

This unit contains paired selections on the topic of the Texas struggle for independence from Mexico. The first piece is an informational selection that provides a historical account of the Battle of San Jacinto. The second piece is a literary nonfiction selection about Sam Houston. A cross-curricular connection for this unit might focus on important events in early Texas history that were impacted by Sam Houston or the Battle of San Jacinto.

**Building Background Knowledge**

Provide a video clip that portrays the Battle of San Jacinto. Have students complete web organizers that contain important people and events from this historic event. Allow students to work with partners or small groups to add details and information to webs.

(TEKS: 4.11(A), 4.14, 4.18(A), 4.27, 4.29, Figure 19(A), Figure 19(C), DOK: 3, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)2.D, (c)2.E, (c)2.F, (c)3.E, (c)5.G)

**Suggested Formative Assessment**

Direct students to use web organizers from the Building Background Knowledge activity to write paragraphs that summarize the Battle of San Jacinto. Review student responses to determine individual student understanding of writing summaries.

(TEKS: 4.11(A), 4.14, 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.C, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Journey to San Jacinto (Mr. Barrington's Mysterious Trunk)* – Melodie A. Cuate

*Sam Houston Is My Hero (Chaparral Books)* – Judy Alter

*The Siege of the Alamo: Soldiering in the Texas Revolution (Soldiers on the Battlefield)* – Susan Provost Beller

*Texas (Eyewitness Books)* – Simon Adams

*Inside the Alamo* – Jim Murphy

*A Day That Changed America: The Alamo* – Shelley Tanaka

*A Picture Book of Sam Houston* – David A. Adler and Michael S. Adler

*Sam Houston: I Am Houston (Texas Heroes For Young Readers)* – Mary Dodson Wade and Pat Finney

*Sam Houston: A Fearless Statesman: Texas History (Primary Source Readers)* – Joanne Mattern

*Abingdon's Speeches & Recitations for Young Children* – Abingdon Press

*Dare To Dream!: 25 Extraordinary Lives* – Sandra McLeod Humphrey

*When Kids Achieve: Positive Monologues for Preteen Boys and Girls* – Raf Mauro

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

honorable*	outnumbered	author analysis	similar
leader*	retired	author's message	textual evidence
defeat	revolution	connection	thematic link
disguised	suffered	informational text	
favorable	treaty	literary text/work	
identity	unaware		
independence			

**Vocabulary Activities****Three-Way Word Study**

Provide descriptions, explanations, or examples of vocabulary words. Have students use three-column charts labeled *Word*, *Definition*, *Visual Representation* to record the words, definitions in their own words, and graphics that represent understandings of the words.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Pass the Container**

Record vocabulary words on index cards and place in a container. Instruct students to sit in a circle. Have students pass the container while playing music. When the music stops, the student holding the container pulls a card, reads the word, defines the word, and uses the word in a meaningful sentence. Continue the activity until all cards have been read.

(TEKS: 4.2(B), 4.28, DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.H, (c)4.F)

**Suggested Formative Vocabulary Assessment**

Have students complete *Like and Not Like* graphic organizers using specified words from the selection-specific or TEKS vocabulary word lists. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Like and Not Like**

The graphic organizer is titled "Like and Not Like". It contains two identical sections. The top section is labeled "Word" and the bottom section is labeled "Synonym". Each section has a central circle with the label inside. To the left of each circle is the text "What is the word not like?" and to the right is "What is the word like?". Below each circle are several horizontal lines for writing.



## Unpacking the TEKS

### TEKS Focus 4.19(F) [Figure 19(F)]

#### Reporting Category 1-Readiness

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex text as they become self-directed, critical readers. The student is expected to:*

- (F) *make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.*

Students must learn to make **connections** within and across texts and provide **textual evidence** to support the identified connections. Most connections are made based on comparisons or contrasts. Comparisons require readers to determine similarities and recognize how the concepts or ideas are alike. Contrasts require readers to determine differences and recognize how the concepts or ideas are different. Making connections also requires readers to think actively during and after reading and to draw effective conclusions from the evidence provided by the text.

Consider these steps to guide students as they make effective connections within/across multiple texts.

- Readers ask questions about the texts and the authors' intentions.
- Readers use personal knowledge to construct meaning beyond what is literally stated.
- Readers identify key elements and restate important information.
- Readers evaluate and defend their judgments based on evidence from the texts.
- Readers develop original ideas and insights by reflecting on the texts and combining elements from texts with their own thinking.

#### Instructional Activities

##### *Question the Two*

Lead class discussions after students read two texts. (e.g., *What is an important idea or concept in both texts? The story and the article both present ideas about \_\_\_\_\_. What is the most important idea/message of the selections? One way that the selections are alike/different is \_\_\_\_\_.*). Remind students that all responses must be supported with textual evidence.

(TEKS: 4.19(F), 4.29(A), Figure 19(B), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

##### *Chart the Similarities*

Have students work with partners to complete the chart showing the similarities and differences between texts. Teach students to show parallel ideas in horizontal lines on the charts.

(TEKS: 4.14, 4.19(F), 4.29, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

Title of Story 1	Title of Story 2
• _____	• _____
• _____	• _____
• _____	• _____

#### Suggested Formative Assessment

After reading two texts, have students use Venn diagrams to identify the similarities and differences between the texts. Use student responses to correct comprehension errors and to plan further instruction or interventions.

(TEKS: 4.14, 4.19(F), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Assessment of TEKS**

(student pages 195–198)

TEKS addressed in the selection

4.2(A), 4.7, 4.11, 4.11(A), 4.11(B), 4.11(C), 4.14, 4.19(F), Figure 19(D), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.11(C)	3-Readiness	2	Analysis/Analyze	(c)4.K
2	J	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	A	4.11(A)	3-Readiness	2	Analysis/Analyze	(c)4.K
4	H	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
5	C	4.11(A) Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
6	J	4.14	3-Supporting	2	Analysis/Analyze	(c)4.V
7	B	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
8	G	4.11 Fig. 19(D)	3-Readiness	3	Analysis/Analyze	(c)4.K
9	D	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
10	H	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
11	D	4.7	1-Supporting	2	Analysis/Analyze	(c)4.K
12	J	4.7	1-Supporting	3	Comprehension/Understand	(c)4.J
13	B	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
14	F	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
15	C	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
16	G	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.19(F)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Connect the Two**

Read aloud two texts that contain common themes or concepts. Use the *Think Aloud* strategy to model how to identify the thematic connections or elements that contribute to the concepts. Have students record notes about the process during the modeling lesson. Provide additional practice allowing students to apply the learned skill.

(TEKS: 4.19(F), 4.27, DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I)

**Create, Act, and Discuss**

Organize students into small groups. Ask one group to create a short story and perform the story. Direct the remaining groups to create original versions of the story, changing characters, setting, or conflict. Allow students to share modified versions. Lead discussions of similarities and differences among the versions.

(TEKS: 4.16(A), 4.19(F), 4.28, 4.29(A), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.H, (c)2.D, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)3.D, (c)5.G)



**Constructed-Response Formative Assessments**

(student pages 199–200)

**Knowledge/Remember**

Colonneh or The Raven

(TEKS: 4.7, DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses should include a description of Sam Houston's character and/or appearance based on information found in both selections.

(TEKS: 4.7, 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of ways other than statues to honor people.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

Sam Houston

Led the Texas army

President of the Texas Republic

Won the Battle of San Jacinto

Both

Army generals

Presidents

Won important battles

Santa Anna

Led the Mexican army

President of Mexico

Won the Battle of the Alamo

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Student responses should include an opinion of the most important event from Houston's life with a reasonable support.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a headline announcing the independence of Texas.

(TEKS: 4.14, 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 201)

**Motivation Station**

Answers noted in graphic.

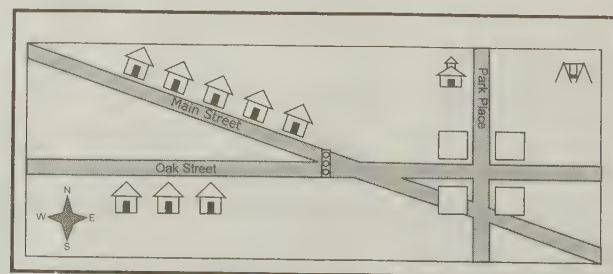
(TEKS: Social Studies 4.6(A), DOK: 3,

Bloom's/RBT: Application/Apply, ELPS: (c)1.C)

**Journal**

Answers may vary. Student responses should include a personal experience of following a plan to achieve success.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)





**Homework Assessment**

(student page 202)

The Homework contains an informational selection that describes the statue honoring Sam Houston in Huntsville, Texas. A cross-curricular connection for this selection might focus on other landmarks that honor Texas heroes.

**TEKS addressed in the Homework**

4.10, 4.11(A), 4.11(B)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
2	G	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
3	C	4.10	3-Readiness	2	Analysis/Analyze	(c)4.K
4	Open-Ended					

**Performance Task Assessment**

TEKS Focus 4.19(A), 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Write and present a speech to motivate or inspire others (e.g., Believe in Yourself, Admit Mistakes and Learn from Them, Overcoming Challenges, Positive Thinking).

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.H, (c)3.D, (c)3.G, (c)3.H, (c)3.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "A Turning Point for Texas" and "Sam Houston: A Texas Hero."
2. Use digital and print sources to research inspirational quotes, stories, and speeches.
3. Determine the topic of your speech and locate a quote, story, or personal example that supports the topic.
4. Answer questions about your task.
  - How might Sam Houston have used a speech to inspire the Texas army?
  - What information from your research will you include in your speech?
  - How will you organize your speech?
  - What speaking techniques will you use to cause your speech to be effective?
5. Plan, write, and present your speech.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Communication of Message, Effectiveness of Presentation, Organization, Appropriate Use of Speaking Technique.

## Getting Started

(student pages 203–212)

### Introduction

This unit contains an informational selection about weather patterns. A cross-curricular connection for this unit might focus on careers in science.

### Building Background Knowledge

Introduce this unit by inviting a local meteorologist to speak with students about weather maps and patterns of weather. Ask students to record notes during the presentation, including information that is new or interesting.

(TEKS: 4.11(A), 4.18, 4.27(A), Figure 19(A), Figure 19(C), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

### Suggested Formative Assessment

Based on the presentation in the Building Background Knowledge activity, ask students to write questions to identify additional information they would like to know about the topic of weather patterns and maps. Review student responses to determine individual student understanding of the information presented by the speaker.

(TEKS: 4.18, DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Weather!* – Rebecca Rupp

*The Earth's Weather: Changing Patterns and Systems* – Rebecca Harman

*DK Eyewitness Books: Weather* – Brian Cosgrove

*Weather Patterns (Weather and Climate)* – Terry Jennings

*Weather Projects for Young Scientists: Experiments and Science Fair Ideas* – Mary Kay Carson

*Navigators: Extreme Weather* – Margaret Hynes

*Weather Whys: Questions, Facts, and Riddles About Weather* – Mike Artell

*The Magic School Bus Inside A Hurricane* – Joanna Cole & Bruce Degen

*Cloudy With a Chance of Meatballs* – Judi Barrett

*Snow Day!* – Lester L. Laminack

*Weather's Here, Wish You Were Great (Castaways)* – Sandy Beech

*How to Write a Story* – Kathleen Null

*Writing Magic: Creating Stories that Fly* – Gail Carson Levine

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

forecast*	low-pressure system	analyze
patterns *		concluding sentence/paragraph
air masses	meteorologist	conclusion
atmosphere	meteorology	evidence
Celsius	phenomena	expository text
climate	precipitation	guide words
cold front	predict	inference
degrees	temperature	information
Fahrenheit	thermometer	overview
heat index	warm front	support
high-pressure system	weather	text feature
	wind chill index	topic sentence
humidity		

**Vocabulary Activities*****A Flurry of Words***

Write selection-specific or TEKS vocabulary word definitions on sheets of paper, one definition per sheet. Wad the papers and distribute to students. Instruct students to have snowball fights when directed. At the signal, have students freeze and hold the snowballs. Direct individual students to read definitions and provide matching words. Continue the activity until all definitions have been read and words identified.

(TEKS: 4.2(B), 4.28, DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F)

***Build a Paragraph***

Provide print and digital sources to locate and record definitions of selection-specific or TEKS vocabulary words. Instruct students to compose meaningful sentences for each of the words. Ask students to work with partners to build paragraphs from the individually composed sentences.

(TEKS: 4.2(B), 4.2(E), 4.29, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)3.E, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with sentences that contain vocabulary words and context clues. Have students circle the context clues that indicate the meanings of words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.11(D)

#### Reporting Category 3-Readiness

*Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:*

*(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.*

When teaching text features, follow these steps.

- Name the feature.
- Display multiple examples of the text feature in context.
- Discuss the purpose(s) of the text feature and how the feature contributes to an understanding of the information in the text.
- Provide opportunities for students to locate and use the text feature in additional texts.

Text Feature	Purpose – to help readers
guide words	locate words on a given dictionary or glossary page
topic sentence	establish the main idea or central purpose of a text
concluding sentence	reinforce the main idea or central purpose of a text
caption	understand the content of a photograph, diagram, or illustration
heading	locate a major point in a text
bolded/italicized word	identify an important word or term
label	understand a part of a diagram or illustration
bulleted list	identify details of topics

### Instructional Activity

#### *Guide the Way*

Provide students with dictionaries and lists of entry words. Have students locate the words in print dictionaries and write the guide words. Allow students to exchange papers with partners to confirm accuracy of responses.

*(TEKS: 4.2(E), 4.11(D), DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)1.H, (c)4.D, (c)4.F, (c)5.G)*

### Suggested Formative Assessment

While reading informational texts, have students record three to five important details from the texts. Instruct students to use those details to write original topic and concluding sentences for the texts. Use student responses to correct comprehension errors and to plan further instruction or interventions.

*(TEKS: 4.11(D), 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

**Assessment of TEKS**

(student pages 207–208)

**TEKS addressed in the selection**

4.2(A), 4.2(E), 4.10, 4.11, 4.11(A), 4.11(C), 4.11(D), 4.14, Figure 19(D), Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	A	4.11(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
2	H	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
3	D	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
4	G	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
5	B	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
6	F	4.11 Fig. 19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
7	C	4.11(A) Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
8	J	4.11(C)	3-Readiness	2	Analysis/Analyze	(c)4.K
9	B	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
10	H	4.2(E)	3-Readiness	1	Application/Apply	(c)4.F
11	D	4.11(C) Fig. 19(D)	3-Readiness	3	Comprehension/Understand	(c)4.J
12	F	4.14	3-Readiness	2	Application/Apply	(c)4.I

**Interventions****TEKS Focus 4.11(D)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Add the Bullets**

Have students read informational texts and list topics found in the selections. Ask students to create bulleted lists showing details from the texts that support the topics.

(TEKS: 4.11(D), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Create Your Own Text Feature**

After reading informational texts absent of text features, have students add appropriate headings, bold words, italicized words, labels, captions, or bulleted lists.

(TEKS: 4.11(D), 4.14, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Read Around the Texts**

Have students preview texts using only text features. Ask students to predict topics and supporting details based on the text features. Allow students to share predictions with partners. Direct partners to read the texts, confirm the accuracy of predictions, or make needed corrections.

(TEKS: 4.11(D), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 209–210)

**Knowledge/Remember**

Meteorology is the study of Earth's atmosphere.

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include weather affects the ways people work, play, travel, and dress.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience about a change in plans due to weather.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include although weather patterns can be predicted using tools, research, and technology, weather can always change drastically and not follow anticipated patterns.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students answer the question and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a weather map with original symbols and a legend that identifies the symbols.

(TEKS: 4.11(D), 4.14, 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 211)

**Motivation Station**

- |      |       |
|------|-------|
| 1. F | 6. D  |
| 2. H | 7. J  |
| 3. A | 8. B  |
| 4. I | 9. G  |
| 5. C | 10. E |

(TEKS: 4.2(D), 4.8, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.H, (c)4.K)

**Journal**

Answers may vary. Student responses should include a description of something to be changed.

(TEKS: 4.18, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 212)

The Homework contains a literary paragraph with an embedded chart of weather symbols. A cross-curricular connection for this unit might focus on weather symbols and their importance in understanding weather conditions.

**TEKS addressed in the Homework**

4.2(B), 4.6(B), 4.11(D), Figure 19(D)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
2	J	4.6(B) Fig. 19(D)	2-Readiness	3	Comprehension/Understand	(c)4.J
3	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.15, 4.16(A), 4.20, 4.21, 4.22

**Performance Task**

Write an imaginative story in which weather impacts the plot. Include illustrations with your story.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.C, (c)1.H, (c)5.G)

**Performance Task Steps**

1. Read "Mapping the Weather" and the Homework selection.
2. Brainstorm ideas for your imaginative story. From that list of ideas, develop your story considering setting, characters, theme, and plot events, including the climax.
3. Organize your story ideas on a story map or other graphic organizer.
4. Answer questions about your task.
  - What information from "Mapping the Weather" might be used to impact the plot of your imaginative story?
  - What additional information do you know about weather that you will include in your story?
  - How will you develop the characters of your imaginative story?
  - How will you share the theme in your story?
  - How will you advance the plot to a climax and include an interesting resolution?
  - What illustrations will you use to add interest to your story?
5. Plan and write your imaginative story.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Originality, Support of Illustrations, Inclusion of Story Elements and Allusion to Weather, Language and Conventions.

## Getting Started

(student pages 213–224)

### Introduction

This unit contains a student's journal entry sharing information about a class field trip. The journal includes poetry. A literary connection for this unit might focus on poetry.

### Building Background Knowledge

Introduce this unit by providing students with cut-apart pieces of a poem. Give students clues to reassemble the poem. Use opportunities to teach the elements of poetry, including verse, rhythm, rhyme, meter, line, and stanza.

(TEKS: 4.4(A), Figure 19(A), Figure 19(C), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

### Suggested Formative Assessment

Provide students with poems and have them label the elements of the poems, including verse, rhythm, rhyme, meter, line, and stanza. Review student responses to determine individual student understanding of the elements of poetry.

(TEKS: 4.4(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

### Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Yikes!!!* – Robert Florczak

*The Secret Zoo* – Bryan Chick

*The Big Book of Animals* – D.K. Publishing

*ZooBorns!: Zoo Babies from Around the World* – Andrew Bleiman and Chris Eastland

*A Child's Book of Poems* – Gyo Fujikawa

*All Creatures Great and Small* – Isabelle Brent

*Beast Feast* – Douglas Florian

*The Random House Book of Poetry for Children* – Jack Prelutsky

*Favorite Poems Old and New* – selected by Helen Ferris

*Famous Poets for Young People* – Laura Benet

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary****TEKS Vocabulary**

exotic*	humid	conclusion	meter
African Rainforest	impatiently	elements of poetry	narrative poem
African Savannah	lush	evidence	rhyme
environment	mane	free verse poetry	rhythm
exhibit	paced	inference	stanza
fascinating	pursuit	line breaks	structural pattern of poetry
grassland	squinting	lyrical poem	
habitat	tropical		

**Vocabulary Activities*****Poetry Ball***

Write a selection-specific vocabulary word or a TEKS vocabulary word in each colored section of a beach ball. Have students form a circle and toss the beach ball. Instruct the student who catches the ball to read and define the word under his/her left thumb. Continue activity until all students have participated.

(TEKS: 4.2(B), 4.4(A), 4.28, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)3.D, (c)3.H, (c)4.F)

***Poetic Web***

Have students write the word *Poetry* in center circles of webs. Instruct students to record words from the TEKS vocabulary list in outer circles. Using circles branching from the vocabulary words, have students write connections between the vocabulary words and poetry. Direct students to write original definitions of poetry in the center circles.

(TEKS: 4.2(B), 4.4(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with poems. Have students label and define the parts of the poems. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.4(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.4(A)

#### Reporting Category 2-Supporting

*Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:*

(A) *explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).*

**Poetry** is a composition written in verse that often uses rhythm and/or rhyme. The structure of poetry distinguishes it from other literary selections. The structural elements of poetry include the following.

**line** – a single row of words in a poem

**verse** – a single metrical line in a poetic composition; a division of a metrical composition, such as a stanza; a poem

**meter** – a pattern of stressed syllables alternating with syllables of less stress

**rhythm** – the flow of words that repeat in a regular sequence

**rhyme** – similarity of ending sounds in two or more words

**line breaks** – the close of one line and initiation of another line to emphasize a pause

**rhyme scheme** – the pattern of rhyming words marked with letters of the alphabet; rhyme scheme is identified using capital letters (e.g., AABB, ABCABD)

**stanza** – a group of lines that forms a verse of a poem or song

These structures form different types of poems.

**free verse** – poems written without pattern, rhythm, and/or rhyme

**lyrical** – poems about serious subjects that express the feelings and emotions of the poet, often use regular meter and rhyme

**narrative** – poems written as a story including characters, setting, and plot events, often use regular meter and rhyme

**pattern** – poems that are written to follow a specific pattern of lines or words (e.g., cinquain, shape, concrete, acrostic)

### Instructional Activities

#### *Structural Sort*

Provide students with four-column charts labeled *Rhyme, Line, Verse, Meter*. During direct instruction, guide students to use charts to record examples of the poetic elements from displayed poems.

(TEKS: 4.4(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

#### *Narrative Notes*

Select narrative poems to read aloud to students. After each stanza, pause to allow time for students to write brief summaries of the stanzas. At the conclusion of the read aloud, have students write an additional stanza for the poem.

(TEKS: 4.4, 4.27, DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

### Suggested Formative Assessment

Have students write original poems and label the elements. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.16(B), DOK: 2, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)5.G)

**Assessment of TEKS**

(student pages 218–220)

TEKS addressed in the selection

4.2(B), 4.4, 4.4(A), 4.14

Selected-Response Assessment

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	J	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K
3	A	4.4	2-Supporting	2	Analysis/Analyze	(c)4.K
4	H	4.4	2-Supporting	3	Comprehension/Understand	(c)4.J
5	B	4.4	2-Supporting	3	Comprehension/Understand	(c)4.J
6	J	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
7	A	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
8	F	4.4	2-Supporting	2	Analysis/Analyze	(c)4.K
9	C	4.4	2-Supporting	2	Analysis/Analyze	(c)4.K
10	G	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
11	D	4.4(A)	2-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions**

TEKS Focus 4.4(A)

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities***Poetic Presentations*

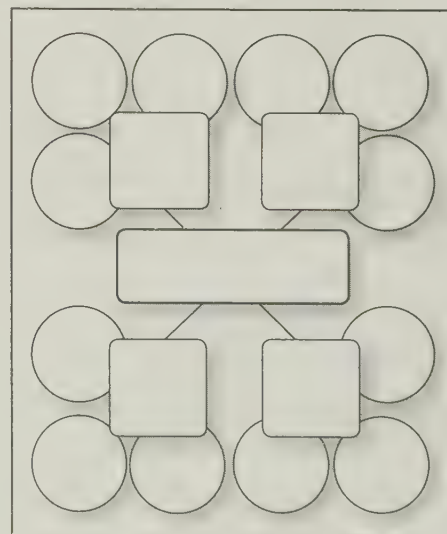
Provide multi-stanza poems to groups of students, assigning one stanza to each student. Have students summarize assigned stanzas and identify the poetic elements. Guide students to read the poems together, share summaries, and identify the common elements among the stanzas.

(TEKS: 4.4(A), 4.28, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.G, (c)2.H, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

*Poetic Cluster Web*

Using the *Poetic Cluster Web* graphic organizer, have students write titles of poems in the center rectangular box. Instruct students to record poetic elements in square boxes. Ask students to provide examples of poetic elements from poems in the circles. Allow students to work with partners to confirm accuracy or to make corrections as needed.

(TEKS: 4.4(A), 4.14, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)3.E, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Poetic Cluster Web**

**Constructed-Response Formative Assessments**

(student pages 221–222)

**Knowledge/Remember**

Savannah: elephant, baboon, lion, giraffe

Rainforest: frog, scorpion, vulture, leopard

(TEKS: 4.7, DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include a written record of personal observations about the field trip to the zoo.

(TEKS: 4.7, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include the name and a sketch of an animal from one of the poems.

(TEKS: 4.14, 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include:

<u>The Elephant</u>	<u>Similarities</u>	<u>The Scorpion</u>
Topic is a mammal	Same number of lines	Topic is an insect
Large in size	Same number of stanzas	Small in size

(TEKS: 4.4, 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle an answer and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an original poem about a favorite animal.

(TEKS: 4.16(B), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 223)

**Motivation Station**

1. (7, 6)
2. vulture
3. a scorpion at (4, 7)
4. giraffe
5. lion
6. frog

(TEKS: Social Studies 4.6(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a journal entry reflecting on a visit to a special place.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 224)

The Homework is an informational selection that describes the giraffe. A cross-curricular connection for this selection might focus on zoo animals.

**TEKS addressed in the Homework**

4.2(A), 4.11(A)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.J
3	B	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.16(B), 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Compose and present a narrative poem that shares the life story of a poet.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)3.D, (c)3.I, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "A Zoo Filled with Poetry."
2. Research children's poets. Select a poet as the subject of your poem.
3. Use print and digital sources to gather biographical information about your poet.
4. Answer questions about your task.
  - How do the poems in "A Zoo Filled with Poetry" contribute to Zelda's journal entry?
  - What caused you to select the poet as the subject of your narrative poem?
  - What important details about the poet's life do you want to include in your original poem?
  - How will you use poetic elements to compose your poem?
5. Plan and write your poem.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring:

Use of Poetic Elements, Accuracy of Information, Language and Conventions, Effective Oral Presentation.

**Getting Started**

(student pages 225–236)

**Introduction**

The unit contains paired informational selections on the topic of natural resources. “Earth’s Natural Resources” provides an explanation of renewable and nonrenewable resources. “Nature’s Gift of Trees” is a procedural selection that explains the process for making recycled paper. A cross-curricular connection for this unit might focus on protecting natural resources.

**Building Background Knowledge**

Ask students to brainstorm activities that conserve resources and protect Earth. Post the brainstormed activities. Ask students to determine categories into which the activities can be organized. Guide students as they sort the conservation activities into groups.

(TEKS: 4.15(A), 4.15(B), Figure 19(A), Figure 19(C), DOK: 1, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F)

**Suggested Formative Assessment**

Ask students to review the posted categories of conservation activities. Direct students to select the activity from each category they believe to be the most important and to support their choices with justifiable reasons. Use student responses to determine individual student understanding of making judgments and using appropriate reasons for those judgments.

(TEKS: 4.19(A), DOK: 3, Bloom’s/RBT: Evaluation/Evaluate, ELPS: (c)1.A, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Soil (True Books: Natural Resources)* – Christin Ditchfield

*Oil (True Books: Natural Resources)* – Christin Ditchfield

*What Is Scarcity of Resources? (Economics in Action)* – Jessica Cohn

*Earth’s Natural Resources (Planet Earth)* – Amy Bauman

*Water (True Books: Natural Resources)* – Christin Ditchfield

*Natural-Resource Maps (Maps of the Environmental World)* – Jack and Meg Gillett

*Wood (True Books: Natural Resources)* – Christin Ditchfield

*Conservation and Natural Resources* – Jacqueline A. Ball, Paul Barnett, and Justine Ciovacco

*Natural Resources: Fun, Facts and Activities* – Penny Arnold

*Protecting Our Natural Resources* – Rebecca E. Hirsch

*Natural Resources: Using And Protecting Earth’s Supplies* – Darlene R. Stille

*Recycling (True Books: Environment)* – Rhonda Lucas Donald

*Recycle!: A Handbook for Kids* – Gail Gibbons

*The Adventures of a Plastic Bottle: A Story About Recycling* – Alison Inches

*The Adventures of an Aluminum Can: A Story About Recycling* – Alison Inches

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**

atmosphere	inhabitants
capable	kerosene
carbon dioxide	limited
chemicals	natural resources
compost	nonrenewable
conserve	oxygen
continuously	pollution
convenience	preserve
diesel	recycling
discarded	renewable
energy	replenished
environment	reproduced
evidence	responsibly
glucose	

**TEKS Vocabulary**

chart
diagram
factual information
glean
graph
illustration
procedural text

**Vocabulary Activity*****Number the Context Clues***

Have students brainstorm strategies to identify unfamiliar words encountered in texts. Post the strategies, adding those that students may have omitted in their brainstorming (e.g., text features, using background knowledge or prior experiences, reading the sentence prior to and just after the sentence that contains the unfamiliar word, using morphology to help determine meaning). Number the strategies. As students encounter unfamiliar words within texts, have them identify and label the strategy used to comprehend the words.

(TEKS: 4.2(B), 4.15(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Suggested Formative Vocabulary Assessment**

Provide students with texts that contain technical vocabulary and embedded context support for the vocabulary. As students read and determine meanings of unfamiliar words, have them record the number of the strategy used as described in *Number the Context Clues* and write the definitions in their own words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.13(B)

#### Reporting Category 3-Supporting

*Students understand how to glean and use information in procedural texts and documents. Students are expected to:*

*(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).*

**Procedural text** is written to explain the steps or instructions to complete a task or activity. Examples of procedural texts are recipes, game instructions, science investigations, instruction manuals, and how-to books. Procedural texts usually consist of the following components.

- statements identifying what is to be accomplished
- lists of supplies needed to accomplish the tasks
- step-by-step instructions needed to complete the tasks
- charts, diagrams, graphs, or illustrations used to present **factual information graphically**
  - ✓ charts – graphics that organize information in rows and columns
  - ✓ diagrams – graphics that explain using a labeled illustration
  - ✓ graphs – graphics that display connections between two or more concepts
  - ✓ illustrations – graphics that are drawn, painted, or photographed

### Instructional Activities

#### *Write or See*

Post written directions that explain how to make objects (e.g., paper airplanes, snowflakes, piñatas). Post diagrams that display the directions to make the same objects. Ask students to discuss which procedural texts are easier to follow in order to accomplish the task.

*(TEKS: 4.13(B), 4.29(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)2.D, (c)2.E, (c)3.D, (c)3.E, (c)4.F, (c)4.G, (c)4.H, (c)4.I)*

#### *Hear the Signs*

Have students follow and use Morse code charts or sign language charts to learn how to communicate in ways other than speaking.

*(TEKS: 4.13(B), 4.14, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)4.F)*

#### *That's the Way*

Ask students to bring examples of procedural texts presented with charts, maps, diagrams, graphs, or illustrations. Have students exchange graphic texts and translate the information into paragraphs.

*(TEKS: 4.13(B), 4.14, 4.18(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)4.F, (c)5.G)*

### Suggested Formative Assessment

Have students use graphic instructions to assemble objects. Ask students to record reflections about the task and how it was accomplished. Use student responses to correct comprehension errors and to plan further instruction or interventions.

*(TEKS: 4.13(B), 4.14, 4.17(A), DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)4.G, (c)4.H, (c)4.I, (c)5.G)*

**Assessment of TEKS**

(student pages 229–232)

TEKS addressed in the selection

4.10, 4.11, 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.13, 4.13(A), 4.13(B), Figure 19E

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	B	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
2	H	4.11(A) Fig.19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	D	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
4	J	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
5	C	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
6	F	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
7	A	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
8	G	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
9	C	4.13(A)	3-Supporting	3	Analysis/Analyze	(c)4.K
10	H	4.13(B)	3-Supporting	2	Analyze/Analysis	(c)4.K
11	D	4.11	3-Readiness	3	Analysis/Analyze	(c)4.K
12	J	4.11(A)	3-Readiness	3	Analysis/Analyze	(c)4.K
13	A	4.10	3-Readiness	3	Analysis/Analyze	(c)4.K
14	G	4.11(D)	3-Readiness	3	Analysis/Analyze	(c)4.K
15	B	4.13	3-Supporting	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.13(B)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Map It Out**

Create maps to display how to travel from the classroom to specified locations on the school campus. Have students work with partners. Partners A read the maps and guide Partners B to the locations, following the directions on the maps. Ask students to create original maps displaying how to travel to other school locations to provide practice writing procedural texts.

(TEKS: 4.13(B), 4.14, 4.29, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)1.F, (c)2.D, (c)2.E, (c)2.G, (c)2.I, (c)3.D, (c)3.H, (c)4.D, (c)4.F, (c)4.G, (c)4.I, (c)5.G)

**Steps to It**

Provide several work stations with step-by-step task instructions using graphics. Have students visit stations, complete the tasks, and check the finished products to determine if the directions are completed accurately.

(TEKS: 4.13(B), 4.14, DOK: 2, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)3.D, (c)3.E, (c)3.G, (c)3.H, (c)4.F, (c)4.G, (c)4.H, (c)4.I)



**Constructed-Response Formative Assessments**

(student pages 233–234)

**Knowledge/Remember**

Student responses might include air, water, trees, plants, animals, oil, natural gas, coal, or any other natural resource.

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses should include the 12 steps to make recycled paper written in their own words.

(TEKS: 4.18(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience of recycling an object and using it in a creative way.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include animals would lose their homes, less oxygen would be produced for the habitat, more wind would impact the habitat, the habitat would have less shade and protection from the weather, the soil would more easily erode from the habitat.

(TEKS: 4.11(C), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students rank the natural resources with 1 as least important and 5 as most important and provide a reasonable justification for the most important choice.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses include a sketch of an object that could be produced from recycled materials with labels of the recycled materials used.

(TEKS: 4.11(D), 4.14, 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 235)

**Motivation Station**

Answers may vary. Student responses should include words built from the letters found within the words *natural resources*.

(TEKS: 4.2, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)1.C, (c)4.C, (c)4.D, (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a public service announcement to provide information about a community event supporting conservation.

(TEKS: 4.14(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)5.G)



**Homework Assessment**

(student page 236)

The Homework contains a diagram that displays the percentages of discarded waste produced by Americans each year and a procedural text that provides the steps families can follow to reduce the amount of discarded waste. A cross-curricular connection for this selection might focus on conservation steps for schools.

**TEKS addressed in the Homework**

4.13, 4.13(B)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.13(B)	3-Supporting	2	Application/Apply	(c)4.I
2	F	4.13(B)	3-Supporting	2	Application/Apply	(c)4.I
3	D	4.13	3-Supporting	2	Analysis/Analyze	(c)4.K
4	Open-Ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.18(A), 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26

**Performance Task**

Write an article that would be appropriate for your community newspaper. The topic of your article will be nature's gift of \_\_\_\_ and can highlight any feature of nature (e.g., The Pecos Mountains, cacti, longhorn cattle, The Colorado River). Include a graphic that supports your article.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Earth's Natural Resources" and "Nature's Gift of Trees."
2. Research and choose a topic for your article.
3. Use digital and print sources to gather additional information and locate graphics for your topic.
4. Answer questions about your task.
  - What information in "Nature's Gift of Trees" highlights how trees are important to people?
  - Why might a newspaper article be written about a feature of nature?
  - What will you title your article? What caption will you use with your graphic?
  - How will you create interest and provide accurate information in your article?
5. Plan and write your newspaper article, including a title, graphic, and caption.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Effectiveness of Written Communication, Accuracy of Information, Response to Task, Language and Conventions.

**Getting Started**

(student pages 237–244)

**Introduction**

"Polar Bears on Ice" is an informational selection presented in the format of a report written by a fourth-grade student. A cross-curricular connection for this unit might focus on endangered animals.

**Building Background Knowledge**

Introduce this unit using a web-based documentary about polar bears and other endangered animals. Guide students to listen for and record statements of fact and opinion heard during the presentation. Allow students to work with partners to compare the statements of fact and opinion, confirm accuracy, and discuss likenesses and differences of responses.

(TEKS: 4.11(B), 4.14, 4.27, Figure 19(A), Figure 19(C), DOK: 2, Bloom's RBT: Analysis-Analyze, ELPS: (c)1.E (c)1.F, (c)2.D, (c)2.F, (c)2.G, (c)2.H, (c)2.I, (c)3.E, (c)5.G)

**Suggested Formative Assessment**

Ask students to record three original statements of facts and three original statements of opinion about topics of their choice. Review student responses to determine individual student understanding of statements of facts and opinion.

(TEKS: 4.11(B), DOK: 2, Bloom's/RBT: Analysis-Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Polar Bears and the Arctic* – Mary Pope Osborne and Natalie Pope Boyce

*Face to Face with the Polar Bears* – Norbert Rosing with Elizabeth Carneg

*Polar Bears in Danger* – Helen Orme

*Teaching Students to Make Writing Visual & Vivid* – David Lee Finkle

*New Research Techniques: Getting the Most Out of Search Engine Tools (Digital & Information Literacy)* – Ryan P. Randolph

*The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World* – Cyndy Scheibe and Faith Regow

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom's/RBT: Comprehension Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

## Vocabulary Focus

- \* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

### Selection-Specific Vocabulary

dangerous\*  
nomadic\*  
adaptations  
camouflage  
conservation  
hibernate  
ice floes  
papillae  
predators  
unsuspecting

### TEKS Vocabulary

analyze  
conclusion  
evidence  
expository text  
fact  
inference  
opinion  
understanding  
verify

## Vocabulary Activities

### Meaning Connect

Instruct students to use the selection-specific or TEKS vocabulary words to complete the *Meaning Connect* graphic organizer. Allow students to share organizers with small groups.

(TEKS: 4.2(B), 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

### Paraphrased Meanings

Provide students with vocabulary words and definitions. Ask students to paraphrase and record the definitions.

(TEKS: 4.2(B), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)5.G)

## Suggested Formative Vocabulary Assessment

Have students write matching words as definitions are called. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.27, DOK: 1, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)5.G)

### Meaning Connect

The diagram shows a central box labeled 'What is the word?' with four lines radiating from it to four surrounding boxes. The boxes are labeled as follows:

- Top: What do you think this word means?
- Right: What is the definition found in the dictionary?
- Bottom: What is the word?
- Bottom-right: What other words do you connect to this word? Use the word in a sentence.



## Unpacking the TEKS

### TEKS Focus 4.11(B)

#### Reporting Category 3-Supporting

*Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:*

*(B) distinguish fact from opinion in a text and explain how to verify what is a fact.*

A **fact** is a statement that can be proven true. Facts are objective pieces of information that are generally agreed upon by different people. Facts are typically expressed in concrete language. Often when reading informational texts, students must prove that facts encountered within texts are true. Students can verify facts by using background information knowledge or by using available resources such as print or digital sources including the text itself. Facts are located in informational texts that are intended to inform or explain, such as expository or procedural texts.

An **opinion** is a statement that someone believes to be true but cannot be proven. Opinions are based on personal beliefs, thoughts, or feelings, rather than on facts. Opinions are based on subjective judgments. Opinions do not require complete proof or positive knowledge that the opinion is correct. Experts on a specific subject may have varying opinions. Opinions are often expressed as comparisons and use adjectives or evaluations. Opinions are located in texts that are intended to persuade or convince, such as advertisements or letters to the editor.

### Instructional Activities

#### *In the Book*

Have students select and read informational texts. Ask students to write summaries of the texts, including personal opinions. With partners, have students exchange and read summaries. Direct students to highlight opinions found in the summaries and verify the facts.

*(TEKS: 4.11(B), 4.18(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

#### *Is That Right?*

Have students complete an Internet search to locate two articles on the same topic that contain conflicting facts. Instruct students to research further to determine which facts are accurate and cite the source that provides evidence that verifies the facts.

*(TEKS: 4.11(B), 4.24, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

### Suggested Formative Assessment

Have students read newspaper articles and list facts or opinions from the articles on index cards. Allow students to search print or digital sources to verify the facts, citing the sources. Use student responses to clarify misconceptions and to plan further instruction and interventions.

*(TEKS: 4.11(B), 4.14, 4.24, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)*

**Assessment of TEKS**

(student pages 239–240)

TEKS addressed in the selection

4.2(A), 4.2(B), 4.11(A), 4.11(B), 4.11(C), 4.14, Figure 19(E)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	C	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	H	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
3	D	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
4	F	4.11(A)	3-Readiness	3	Comprehension/Understand	(c)4.J
5	A	4.11(A)	3-Readiness	3	Analysis/Analyze	(c)4.K
6	G	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
7	B	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
8	G	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
9	C	4.11(A) Fig. 19(E)	3-Readiness	2	Comprehension/Understand	(c)4.I
10	G	4.2(A)	1-Readiness	1	Application/Apply	(c)4.F
11	A	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
12	H	4.14	3-Supporting	2	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.11(B)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****For Real**

Prepare informational texts containing several opinions. Ask students to read the texts. Instruct students to create T-charts labeled *Facts*, *Opinions*. Have students complete the charts with fact and opinion statements from the text. Allow students to use print or digital sources to verify the identified facts and opinions.

(TEKS: 4.11(B), 4.24, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.E, (c)1.F, (c)4.F, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**A Matter of Facts**

Have students brainstorm facts and opinions on specified topics. Instruct students to compose paragraphs that contain some facts and some opinions from the brainstormed lists. Allow students to read paragraphs to the group, instructing audience members to respond with specified signals for facts and for opinions.

(TEKS: 4.11(B), 4.15(A), 4.18(A), 4.27, 4.28, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)2.D, (c)2.G, (c)2.H, (c)5.G)

**Constructed-Response Formative Assessments**

(student pages 241–242)

**Knowledge/Remember**

existence or survival

(TEKS: 4.11(B), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include winter sleep is a time that their body systems slow down, allowing them to conserve energy.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a personal experience of self protection.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include white fur provides camouflage, they can see underwater to catch their prey, paws allow them to move on ice, outer coat protects against the cold, blubber allows them to store fat and float.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students circle an answer, provide a response, and write a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include a commercial or billboard that illustrates one fact about polar bears.

(TEKS: 4.14, 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 243)

**Motivation Station**

Answers may vary. Student responses should include homophones from the unit selection with paired homophones.

(TEKS: 4.2, DOK: 1, Bloom's/RBT: Application/Apply, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a personal experience of observing something disappear.

(TEKS: 4.17(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 244)

The Homework is an informational selection on the topic of koalas. A cross-curricular connection for this selection might be the study of animals and their characteristics.

**TEKS addressed in the Homework**

4.2(B), 4.11(A), Figure 19(D)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
2	G	4.11(A)	3-Readiness	1	Comprehension/Understand	(c)4.I
3	C	4.11(A) Fig. 19(D)	3-Readiness	2	Comprehension/Understand	(c)4.J
4	Open-ended					

**Performance Task Assessment**

TEKS Focus 4.14, 4.15, 4.18, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.28(A)

**Performance Task**

Use digital sources and techniques to produce and present a media presentation on a specified or self-selected topic.

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)3.D, (c)3.I, (c)4.F, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "Polar Bears on Ice" and the Homework selection.
2. Choose a topic and complete the necessary research for your presentation.
3. Determine what type of media presentation you will produce and what techniques might be appropriate for the presentation.
4. Answer questions about your task.
  - How does the use of facts and opinions in "Polar Bears on Ice" add to the meaning and to the reader's understanding of the selection?
  - How will you incorporate facts and opinions in your presentation to add meaning about your topic?
  - What elements must be present in the media form you have chosen?
  - How will you produce these elements in your presentation?
5. Plan, produce, and present your media presentation.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring: Accuracy of Information, Inclusion of Multimedia Techniques, Organization, Message Delivery.

**Getting Started**

(student pages 245–254)

**Introduction**

This unit contains paired selections. “The Heart of Texas Wildflowers” is an informational selection about Texas wildflowers. “The Legend of the Bluebonnet” is a literary selection that shares the legend of the Texas bluebonnet. A cross-curricular connection for this unit might focus on the origins of symbols of Texas.

**Building Background Knowledge**

Display photographs of Texas wildflowers. Allow students to provide creative names for the flowers based on their appearances. Then share the actual names of the flowers. Explain to students the significance of wildflowers as symbols of Texas and as conservation features of the landscape. Encourage students to brainstorm additional symbols of Texas.

(TEKS: 4.8, 4.14, 4.16, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)5.G)

**Suggested Formative Assessment**

Ask students to create, sketch, and name a new Texas wildflower. Ask students to write an explanation of the reason the original wildflower represents Texas. Use the evidence to determine individual student understanding of the importance of Texas wildflowers as symbols of Texas.

(TEKS: 4.8, 4.14, 4.16, 4.18(A), DOK: 3, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

*Bloomin’ Tales: Legends of Seven Favorite Texas Wildflowers* – Cherie Foster Colburn

*Texas Wildflowers: A Children’s Field Guide to the State’s Most Common Flowers* – Beverly Magley

*The ABC’s of Texas Wildflowers* – Glenna Gardiner Grimmer

*Miss Lady Bird’s Wildflowers: How a First Lady Changed America* – Kathi Appelt

*Texas in Bloom: A Wildflower Guide for Children* – Jane Scoggins Bauld

*Legends & Lore of Texas Wildflowers* – Elizabeth Silverthorne

*Wildflowers of Texas* – Geyata Ajilvsgi

*Texas Wildflowers: A Field Guide* – Campbell and Lynne Loughmiller

*Texas Wildflowers* – Richard Reynolds

*Lone Star Wildflowers: A Guide to Texas Flowering Plants* – LaShara J. Nieland and Willa F. Finley

*Wildflowers of Texas Field Guide* – Nora and Rick Bowers and Stan Tekiela

*Texas Facts and Symbols* – Emily McAuliffe

*Celebrating Texas: Patriotic Symbols and Landmarks* – Trisha James

*Texas in Historic Sites and Symbols* – Betsy Warren

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)

**Vocabulary Focus**

\* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**

spectacle*	hues	sacred
ablaze	landscape	sacrifice
abundance	medians	seeding
arrays	miracle	shaman
diverse	mission	species
drought	native	splendor
extinction	palette	varieties
Great Spirit	quenching	vision

**TEKS Vocabulary**

analyze	metaphor
author	sensory language
conclusion	simile
evidence	understanding
imagery	
inference	
literary text	

**Vocabulary Activities***Playing with Words*

Provide students with sentence strips containing descriptive phrases. Have students rewrite the phrases using figurative language.

(TEKS: 4.2(B), 4.8, 4.16, DOK: 2, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

*Concept Web Vocabulary*

Using the *Concept Web* graphic organizer, guide students to write *Figurative Language* in the box at the top of the web. Have students select three forms of figurative language to write in the small ovals labeled *word*. Instruct students to write definitions of those words in the larger ovals labeled *definition*. Ask students to draw or record examples of the words in the boxes labeled *example*.

(TEKS: 4.2(B), 4.8, 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Concept Web**
**Suggested Formative Assessment**

Gather and evaluate evidence of learning as demonstrated by student responses on the *Concept Web*. Use student responses to correct comprehension errors and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.8, 4.14, DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)



## Unpacking the TEKS

### TEKS Focus 4.8(A)

#### Reporting Category 2-Supporting

Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

(A) *identify the author's use of similes and metaphors to produce imagery.*

**Imagery** is the use of language to create mental images, pictures, or sensory impressions in the mind of the reader. **Figurative language** is words and phrases that create interesting images using language that has a deeper meaning than the literal meaning of the words.

Common forms of figurative language include the following.

**simile** – a figure of speech in which two things are compared using the words *like* or *as*

**metaphor** – a figure of speech in which two things are compared with words that are not intended to be understood literally, without using the words *like* or *as*

**hyperbole** – an extreme exaggeration for emphasis or effect

**personification** – figurative language in which nonhuman things are represented as having human qualities

**alliteration** – the repetition of the same sounds at the beginning of two or more adjacent words

**onomatopoeia** – words that provide the name of a sound

**idiom** – an expression with a meaning that cannot be understood from the meanings of the individual words

### Instructional Activities

#### *Go Figure!*

Provide students with fiction stories, dramas, or poetry that contain figurative language. Have students highlight the figurative language and then rewrite the stories using alternate forms of figurative language. Direct students to work with partners to compare original stories.

(TEKS: 4.8(A), 4.16(A), 4.16(B), DOK: 2, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

#### *Imagery Illustrations*

Ask students to close their eyes as poetry is read. Have students draw illustrations showing what they visualized as they listened to the poems. Have students share and discuss their illustrations.

(TEKS: 4.8(A), 4.14, 4.27, 4.29(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

### Suggested Formative Assessment

Provide students with lists of similes and metaphors. Have students identify the phrases as similes or metaphors and then rewrite the similes to be metaphors and the metaphors to be similes. Use student responses to correct comprehension errors and to plan further instruction or interventions.

(TEKS: 4.8(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

**Assessment of TEKS**

(student pages 248–250)

TEKS addressed in the selection

4.2(B), 4.6(A), 4.6(B), 4.8(A), 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.14, 4.19(F)

**Selected-Response Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.11(C)	3-Readiness	2	Comprehension/Understand	(c)4.J
2	H	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
3	B	4.11(B)	3-Supporting	2	Analysis/Analyze	(c)4.K
4	G	4.11(C)	3-Readiness	3	Comprehension/Understand	(c)4.J
5	A	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
6	J	4.6(A)	2-Readiness	2	Comprehension/Understand	(c)4.I
7	C	4.6(B)	2-Readiness	3	Analysis/Analyze	(c)4.K
8	F	4.8(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
9	B	4.14	2-Supporting	2	Analysis/Analyze	(c)4.K
10	J	4.8(A)	2-Supporting	2	Analysis/Analyze	(c)4.K
11	D	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
12	G	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K
13	A	4.2(B)	1-Readiness	2	Application/Apply	(c)4.F
14	H	4.19(F)	1-Readiness	3	Analysis/Analyze	(c)4.K

**Interventions****TEKS Focus 4.8(A)**

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities****Ad Interest**

Have students read digital or print advertisements and identify figurative language used in the ads.

(TEKS: 4.8(A), 4.14, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.K)

**List It**

Have students maintain lists of figurative language when encountered in independent reading. Encourage students to record the words and phrases in reading logs and to use the figurative language to add interest to their own writing.

(TEKS: 4.8(A), DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

**It's Figurative Language**

Guide students to locate examples of similes and metaphors in provided selections. Allow students to perform the examples in pairs or small groups.

(TEKS: 4.8(A), 4.27, 4.28, DOK: 2, Bloom's/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K)

**Constructed-Response Formative Assessments**

(student pages 251–252)

**Knowledge/Remember**

her doll

(TEKS: 4.6(A), DOK: 1, Bloom's/RBT: Knowledge/Remember, ELPS: (c)5.G)

**Comprehension/Understand**

Answers may vary. Student responses might include the purpose of the Lady Bird Johnson Wildflower Center is to promote the use and survival of Texas native plants.

(TEKS: 4.11(A), DOK: 2, Bloom's/RBT: Comprehension/Understand, ELPS: (c)5.G)

**Application/Apply**

Answers may vary. Student responses should include a description of something considered to be beautiful.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)5.G)

**Analysis/Analyze**

Answers may vary. Student responses might include Lady Bird Johnson cared for the environment because she knew that planting wildflowers protects natural habitats, guards against erosion, and conserves water. She cared about people because she wanted people to enjoy and appreciate the world around them. She was willing to give so others would benefit.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Analysis/Analyze, ELPS: (c)5.G)

**Evaluation/Evaluate**

Answers may vary. Students answer the question and provide a reasonable explanation.

(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom's/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

**Synthesis/Create**

Answers may vary. Student responses should include an additional paragraph for "The Legend of the Bluebonnet."

(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)5.G)

**Creative Thinking**

(student page 253)

**Motivation Station**

Answers may vary. Student responses should include words that follow the pattern of a cinquain on the topic of wildflowers.

(TEKS: 4.16(B), DOK: 3, Bloom's/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

**Journal**

Answers may vary. Student responses should include a description of a personal possession that would be difficult to sacrifice.

(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom's/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)



**Homework Assessment**

(student page 254)

The Homework contains an informational selection and map of the areas in Texas where wildflowers can be enjoyed. A cross-curricular connection for this unit might focus on the varieties of wildflowers found in Texas.

**TEKS addressed in the Homework**

4.11(A), 4.11(D)

**Homework Assessment**

Question	Answer	TEKS	Reporting Category	DOK Level	Bloom's Original/Revised	ELPS
1	D	4.11(D)	3-Readiness	2	Application/Apply	(c)4.I
2	H	4.11(D)	3-Readiness	2	Analysis/Analyze	(c)4.K
3	D	4.11(A)	3-Readiness	2	Comprehension/Understand	(c)4.I
4	Open-Ended					

**Performance Task Assessment**

TEKS Focus 4.15, 4.16(A), 4.21, 4.22, 4.24, 4.25, 4.26

**Performance Task**

Create and write a legend that shares a story of the origin of a Texas symbol (e.g., chili, mockingbird, Mexican free-tailed bat, longhorn, Texas horned lizard, armadillo, Monarch butterfly, rodeo, pecan tree, railroad, sweet onion, prairie grass, Guadalupe bass, friendship, guitar, crepe myrtle, or symbol of your choice).

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

**Performance Task Steps**

1. Read "The Legend of the Bluebonnet."
2. Choose a topic for your legend and research information about that topic.
3. Answer questions about your task.
  - How does the author of "The Legend of the Bluebonnet" share the origin of the wildflower?
  - How will you share the origin of your selected topic?
  - What characters, setting, and plot events are used in "The Legend of the Bluebonnet" that cause the story to be interesting and appealing to readers?
  - What characters, setting, and plot events will you use to make your legend interesting and appealing to readers?
4. Use a graphic organizer such as a web or story map to plan your legend.
5. Write your legend.

**Scoring Criteria**

Use a scoring guide with the following criteria for student self-assessment and teacher scoring:

Evidence of Planning, Inclusion of Story Elements, Organization, Language and Conventions, Creativity.



**Four Rs: Rigor, Relationships, Relevance, and Results**

**Four Cs: Critical Thinking, Creative Thinking,  
Collaboration, and Communication**

**Text Complexity**

**Close Reading of Text**

**Critical Analysis of Text**

**Vocabulary Instruction**

**Critical Thinking in *Motivation Reading*™**

**Bloom's Taxonomy (Original/Revised)**

**Depth of Knowledge**

**Cognitive Rigor (CR) Matrix**

**Strategies that Promote Critical Thinking**

**Effective Questioning**

**Questioning Prompts Based on Bloom's Taxonomy**

**Prompts that Encourage Thinking and Increase Understanding**

**Graphic Organizers for Reading Instruction**

**The 5E Model of Instruction**

**Scaffolding Instruction**

**Differentiated Instruction**

**Forms and Functions of Text**

**Genres**



## **The Four Rs**

Day-to-day instruction and learning expectations for 21st-century learners include the elements of rigor, relationships, relevance, and results. The inclusion of these interrelated elements into curriculum, instruction, and assessment reflects the dimensions of higher standards for student achievement. When all elements are present within teaching practices, students appear to be better prepared for success in school and in life. Research shows that successful schools provide rigorous academics, relevant learning opportunities, and meaningful relationships with effective teachers guiding students to achieve high results.

### **Rigor**

Rigor refers to the need for students to reach high levels of competence in academic areas. Teachers must establish a reading environment that sets high expectations for every student. Students must be motivated to learn and must be provided learning opportunities to achieve mastery of the TEKS and to excel beyond. Teachers can use formative assessments to ensure that subject matter is understood and that students engage in learning experiences aligned with the reading TEKS. Rigor requires challenging instruction and necessary supports in order for students to master the TEKS. A rigorous curriculum includes high expectations for all students and provides support for low-performing students through intervention programs and extended learning opportunities.

Reading instruction should accelerate learning for struggling students and at the same time challenge the academically talented learners. Opportunities for students to think must be an integral part of instruction. Reading instruction becomes rigorous when students are taken beyond the recall of information. Students are taught how to become critical readers as they analyze text. Students should apply and demonstrate understanding of concepts. Requiring students to reflect on and analyze thinking and learning is a challenging and essential task. Within reading instruction, rigor is present when students actively learn and master 21st-century skills such as critical thinking, creative thinking, problem solving, collaboration, and written and oral communication.

### **Relationships**

An appropriate and healthy environment for learning begins with relationships. Relationships refer to the coaching and encouragement provided to students by adults. Positive relationships among students and faculty are essential to student success. Students know when schools are safe places. Students sense when they are valued. Students recognize when teachers genuinely care, believe in them, and are interested in their successes.

Relationships also refer to healthy friendships among peers. Small-group instruction and teacher guidance promote positive peer relationships. Teachers may know how to build relationships with and among students, but they must use the element of adult relationships to strengthen academic performance. When teachers offer encouragement and support to improve academic performance, they must also provide social guidance for students. It is imperative that teachers establish classroom environments that reflect ethics and a value system. Such classrooms build healthy and safe friendships. These types of classrooms help reduce peer pressure, bullying, and other negative behaviors which contribute to low self-esteem in students. Cultivating positive relationships can lead to student interest in learning and higher achievement among students. A powerful indicator of effective schools includes relationship building as a school-wide practice.

## Relevance

Relevance refers to making learning meaningful for students. The reading curriculum should integrate current events and backgrounds of students while emphasizing competency in 21st-century skills. Quality teachers engage students by connecting concepts and topics to prior knowledge and background experiences.

When learning is relevant, students apply core knowledge and concepts or skills to their lives to solve problems. Students also apply the knowledge within and across disciplines. Student participation gaps close when students are connected to learning. Teachers must know students' interests and academic levels in order to make learning relevant. Teaching styles should also complement learning styles of students. As a result, student engagement increases. When students are purposefully engaged in the learning process, they are more likely to achieve at higher rates. When students achieve at higher rates, they are motivated, committed, feel a sense of belonging, and have relationships with individuals who support their learning.

Rigor and relevance soar when relevance and other aspects of quality teaching environments are present. Personalized learning environments demonstrate that teachers know, care, and believe in their students. Higher levels of engagement and student achievement result when students are provided meaningful teaching and learning activities.

## Results

The results of student learning are important to teachers. To focus on results, multiple tools and techniques must be used for monitoring and assessing students' mastery of reading TEKS. Formative and summative data are used to adjust instructional practices across campuses and to personalize or individualize student support practices. Results provide valuable information to teachers for planning instruction that challenges, enriches, and engages all students. A critical analysis of results helps educators identify strengths and target areas that need improvement. Data must be scrutinized to determine student progress and misunderstandings so timely adjustments can be made. Goals can be set that are pertinent to learners and instruction can be aligned with student needs. Data is used to plan targeted instruction for students and appropriate professional development for teachers. Data becomes a useful and essential vehicle for making informed, instructional decisions and for identifying effective teaching strategies that enable all students to reach high levels of achievement.

## Conclusion

The presence of rigor, relationships, relevance, and results prepares students to become lifelong learners, problem solvers, and decision makers. *Motivation Reading™ Teacher Edition* provides numerous opportunities to incorporate these essential elements into classroom instruction. Rigor is found in the levels of required thought that students encounter as they answer questions to analyze text. The various genres and topics of selections are relevant to students' lives. Students are asked to apply solutions and actions of characters to their individual lives and to use personal experiences to make meaning of text. The Chart Your Success tool may be used by teachers and students to gather data, monitor ongoing progress, and set goals. Teachers can assess student progress of mastery toward reading TEKS through small- and whole-group discussions, journaling, and text responses. Greater success results when students believe in their abilities, are enthusiastic about learning, and recognize the importance of meaningful connections to learning. Implementation of the *Four Rs* will likely yield long-term positive effects on student success.



## **The Four Cs**

Within 21st-century learning, students have almost unlimited access to information. However, many students lack the skills to benefit from this abundance of information. Students gather and read information from libraries, textbooks, and digital materials. Students must learn how to develop and apply the four competencies of critical thinking, creative thinking, collaboration, and communication within core content areas and beyond.

### **Critical Thinking**

Critical thinking is a key component of 21st-century learning. Students need to question data, consider various perspectives of issues, evaluate evidence, determine patterns of information, synthesize information from different viewpoints or sources, and present personal points of view using evidence and logical reasoning. These are a few of the critical thinking skills essential for students to acquire in order to become productive citizens and members of the global community.

Throughout *Motivation Reading*™, critical thinking plays a significant role. Students are asked to think critically through questions specifically written to address each level of Bloom's Taxonomy (Original/Revised) and Depth of Knowledge. Assessment requires critical thinking as students make inferences, synthesize, draw conclusions, and evaluate text. The activities or prompts found in the Motivation Station, Journal, Homework, and Parent Activities offer students further opportunities to think critically. The teacher edition components offer a variety of instructional activities and formative assessments that develop targeted skills while utilizing critical thinking.

### **Creative Thinking**

Creativity includes developing original ideas and taking risks. Students demonstrate creativity in many forms and through multiple learning styles. When students examine and evaluate ideas from different perspectives, think in new directions, and synthesize information in useful ways, they demonstrate creative thinking abilities. *Motivation Reading*™ promotes creativity through the Motivation Station activities and incorporates creative thinking within the Critical Thinking prompts. Performance Task Assessments are offered in the teacher edition to encourage students to apply extended creative thinking skills.

### **Collaboration**

In the world today, individuals from diverse backgrounds and people with different abilities work together to study situations and to bring resolution to issues or problems. Thus, students must learn how to collaborate with others, while respecting the knowledge, cultures, and offerings of peers. Teachers serve as facilitators, modeling standards of behavior that guide 21st-century learners as they acquire the skills for collaborative problem solving. Teachers might incorporate on-site discussions as well as promote digital contact with thinkers beyond the school walls and from other parts of the global society.

The *Motivation Reading*™ *Teacher Edition* offers multiple suggestions for ways teachers can engage students in collaborative experiences, leading students to value individual contributions. Students can work with partners or in small groups to investigate and collaborate about texts or to complete performance tasks. Instructional activities include discussing characters' actions, predicting future events, sharing solutions to problems, analyzing text, responding to text, making inferences, and drawing conclusions. Collaborative activities are provided within the Instructional Activities and Performance Task Assessments.



## Communication

Unlimited opportunities are present for communication in 21st-century classrooms which showcase multiple ways of thinking. Students demonstrate effective communication skills by clearly expressing thoughts to various audiences for a range of purposes. The purposes include entertaining, persuading, or informing. *Motivation Reading™* shows students that communication takes many forms, including printed, digital, or visual texts. Students should learn to move easily from print to nonprint and from communicating face-to-face with peers to communicating through other means such as online learning environments.

*Motivation Reading™* allows students to engage in written communication using constructed-response prompts or activities found in the sections entitled Critical Thinking, Journal, Homework, and Motivation Station. Oral language practices are utilized in many of the strategies or learning experiences noted throughout the student and teacher editions. Students are encouraged to hold peer- and teacher-guided conversations which extend critical and creative thinking. Students may dramatize events to present interpretations of texts. Students may determine the underlying messages in e-mails, letters, advertisements, or selections. Written, oral, and non-verbal communication are utilized when students work together to share ideas, create products, use technology-based tools, or create media presentations to demonstrate understanding of concepts or skills.

## Conclusion

Schools and educators are more likely to have long-term positive effects on student achievement when they create learning environments that promote critical thinking, creative thinking, collaboration, and communication. The integration of the *Four Cs* into teaching has the potential to bring about important changes in instructional practices and improved learning for our students.

## **Text Complexity**

A student's ability to read complex texts independently, fluently, and proficiently is essential for high achievement. What students can read in terms of complexity is as important as what they can do with what they read.

### **The Determination of Text Complexity**

Text complexity can be defined using a three-part model that blends qualitative and quantitative measures with reader and task considerations.

#### ***Qualitative measures include:***

- the level of difficulty in discerning the meaning of text
- the amount of challenge embedded in the structure of the text
- the familiarity of the language
- the degree of background or prior knowledge required to understand the theme or intent of the text

#### ***Quantitative measures include:***

- the grade-level score based on word and sentence length or word frequency
- the scale score based on word frequency and sentence length
- the challenge presented by the cohesion and syntax of the text

#### ***Reader and task considerations include:***

- the interests, knowledge, and experiences of students
- the use of professional judgment to make informed decisions when matching texts to individual students or tasks

### **The Importance of Text Complexity**

- The use of complex texts with critical thinking questioning positively impacts student performance.
- Low reading achievement reduces the opportunity of earning a degree or certificate.
- College texts have increased in complexity over time.
- College students are expected to read complex texts with greater independence.
- Informational text is more difficult to read than literary text.
- Informational text comprises the vast majority of required reading in college and in the workplace.

**Key Points of Text Complexity Implementation**

- Teachers should be selective when choosing measures of text complexity because these tools must be based on research and evidence.
- Text complexity measures should complement the genres or types of texts.
- Quantitative measures inconsistently match the design of literary texts, especially poetry and drama.
- Students' abilities to read and comprehend complex texts do not always follow a linear progression.
- Students need exposure to both challenging and easy texts in order to expand their reading abilities and to maintain their enjoyment of reading.
- Teachers must provide appropriate learning supports for students who are reading above and below grade-level expectancies.

**Strategies that support students as they read complex texts**

- Consider the intended audience of texts and match texts to readers based on authors' purposes.
- Build background knowledge prior to assigning complex texts.
- Preteach vocabulary and complex ideas found within texts prior to reading.
- Encourage students to scan texts before reading to note headings, subheadings, captions, graphics, illustrations, or other text features within the material.
- Teach skills and strategies that enable students to manage complex texts.
- Model thinking aloud while reading to and with students.
- Use scaffolded instruction to support students as they encounter more difficult texts.
- Help students learn how to use word analysis skills (e.g., break a concept or idea into parts, show relationships among the parts, make connections) before and during the reading of texts.
- Use questions to guide students as they read difficult texts.
- Expose students to multiple texts about a topic in order to build knowledge of what is read.
- Teach students to attend to details and record notes while reading complex texts.
- Ask students to revisit texts to gain deeper understandings of the information.
- Match texts to the TEKS being taught.



## Gradients in Complexity: Text Complexity Rubric for Informational Texts

	<i>Simple Texts [1]</i>	<i>Somewhat Complex Texts [2]</i>	<i>Complex Texts [3]</i>	<i>Very Complex Texts [4]</i>
Layout	Consistent placement of text, regular word and line spacing, often large plain font	May have longer passages of uninterrupted text, often plain font	Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font	Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print
	Graphics, captioned photos, labelled diagrams that directly support and help interpret the written text	Graphs, photos, tables, charts, diagrams that directly support the text	Essential integrated graphics, tables, charts, formulas (necessary to make meaning of text)	Extensive/complex, intricate, essential integrated tables, charts, formulas necessary to make connections or synthesize concepts presented
	Simple indexes, short glossaries	Indexes, glossaries, occasional quotes, references	Embedded quotes, concluding appendices, indexes, glossaries, bibliography	Abstracts, footnotes, citations and detailed indexes, appendices, bibliography
	Supportive signposting and enhancements	Reduced signposting and enhancements	Minimal signposting and/or enhancements	Integrated signposting conforming to disciplinary formats. No enhancements
Purpose and Meaning	A single or simple purpose conveying clear or factual information	Purpose involves conveying a range of ideas with more detailed information or examples	Purpose includes explaining or interpreting information, not just presenting it	Purpose may include examining/evaluating complex, sometimes theoretical and contested information
	Meaning is clear, concrete with a narrow focus	Meaning is more involved with a broader focus	Meaning includes more complex concepts and a higher level of detail	Meaning is intricate, with abstract theoretical elements
Structure/Discourse	The discourse style & organization of the text is clear or chronological and/or easy to predict	The organization of the text may include a thesis or reasoned explanation in addition to facts	The organization of the text may contain multiple pathways, more than one thesis and/or several genres	The organization of the text is intricate or specialized for a particular discipline or genre.
	Connections between ideas, processes, or events are explicit and clear.	Connections between some ideas, processes or events are implicit or subtle	Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle.	Connections between an extensive range of ideas, processes or events are deep, intricate and often implicit or subtle.
	One primary text structure is evident (e.g., sequence, description)	Includes a main text structure with 1-2 embedded structures	Includes different text structure types of varying complexity	Includes sustained complex text structure types and/or specialized, hybrid text types
Language Features	Mainly simple sentences	Simple and compound sentences with some more complex constructions	Many complex sentences with increased subordinate phrases and clauses or transition words	Mainly complex sentences, often containing multiple concepts
	Simple language style, sometimes with narrative elements	Increased objective style and passive constructions with higher factual content	Objective/passive style with higher conceptual content and increasing nominalization	Specialized disciplinary style with dense conceptual content and high nominalization
	Vocabulary is mostly familiar	Includes some unfamiliar, context-dependent or multiple meaning words	Includes much academic (nuanced) vocabulary and/or some domain specific (content) vocabulary	Includes extensive academic (nuanced, precise) and/or domain specific (content) vocabulary
Bk Knowledge Demands Informational	General topic is familiar, with details known by reader	General topic is familiar, with some details new to reader (cultural, historical, literary, political, legal, etc.)	General topic is somewhat familiar but with many details unknown to reader (cultural, historical, literary, political, legal, etc.)	General topic is mostly unfamiliar with most details unknown to reader (cultural, historical, literary, political, legal, etc.)
	Simple, concrete ideas	Both simple and more complicated, abstract ideas	A range of recognizable ideas and challenging abstract concepts	Many new ideas, perspectives and/or complex, challenging, abstract and theoretical concepts

Hess, K. & Hervey, S. (2010). Gradients in complexity: Text complexity rubric for informational texts. In Hess' *Local Assessment Toolkit: Tools for Examining Text Complexity*. Dover, NH: National Center for Improvement of Educational Assessment.

## Gradients in Complexity: Text Complexity Rubric for Literary Texts

	<i>Simple Texts [1]</i>	<i>Somewhat Complex Texts [2]</i>	<i>Complex Texts [3]</i>	<i>Very Complex Texts [4]</i>
Layout	Consistent placement of text, regular word and line spacing, often large plain font	May have longer passages of uninterrupted text, often plain font	Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font	Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print
	Numerous illustrations that directly support and help interpret the written text	A range of illustrations that support selected parts of the text	A few illustrations that support the text or includes images that require some interpretation	Minimal or no illustrations that support the text or includes images/text layout that require deeper interpretation (e.g., symbolism or recursive reading)
	Supportive signposting and enhancements	Reduced signposting and enhancements	Minimal signposting and/or enhancements	Integrated signposting conforming to literary devices or enhancements
Purpose and Meaning	Purpose usually stated explicitly in the title or in the beginning of the text	Purpose tends to be revealed early in the text, but may be conveyed with some subtlety	Purpose is implicit and may be revealed over the entirety of the text	Purpose implicit or subtle, is sometimes ambiguous and revealed over the entirety of the text
	One level of meaning	More than one level of meaning, with levels clearly distinguished from each other	Several levels of meaning that may be difficult to identify/separate	Several levels and competing elements of meaning that are difficult to identify/separate and interpret
	Theme is obvious and revealed early in the text	Theme is clear and revealed early in the text, but may be conveyed with some subtlety	Theme may be implicit or subtle, is sometimes ambiguous and may be revealed over the entirety of the text	Theme is implicit or subtle, is often ambiguous, and is revealed over the entirety of the text
Structure/Discourse	The discourse style & organization of the text is clear, chronological and/or easy to predict or follow	The organization of the text may have additional characters, two or more storylines and is occasionally difficult to predict	The organization of the text may include, subplots, time shifts and more complex characters	The organization of the text is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and details
	Connections between events or ideas are explicit and clear.	Connections among events or ideas are sometimes implicit or subtle	Connections among events or ideas are often implicit or subtle	Connections among events or ideas are implicit or subtle throughout the text..
	One primary text structure is evident (e.g., chronology)	Includes a main text structure with 1-2 embedded structures	Includes different text types of varying complexity	Includes sustained complex text types and hybrid or non-linear texts
Language Features	Mainly short, simple sentences	Simple and compound sentences with some more complex constructions	Many complex sentences with increased subordinate phrases and clauses	Mainly complex sentences, often containing multiple concepts
	Simple, literal language; predictable	Mainly literal, common language	Some figurative or literary language	Much figurative language or use of literary devices (metaphor, analogy, connotative language, literary allusion, etc.)
	Vocabulary is mostly familiar for grade level; frequently appearing words	Some unfamiliar or context-dependent, multiple meaning words	Includes much academic vocabulary and some domain specific (content) vocabulary	Includes extensive academic and domain specific (content) vocabulary, and possibly archaic language
Bk Knowledge Demands Literary	Minimal assumed personal experience or background knowledge needed	Some assumed personal experience and/or knowledge of cultural or historical ideas	Much assumed personal experience and/or explicit references to cultural, historical, literary, or political knowledge	Extensive, demanding, assumed personal experience and implied cultural, historical, literary, or political knowledge
	Simple, straightforward ideas	Both simple and more complex ideas	A range of recognizable ideas and challenging concepts or themes	Many new ideas, perspectives, and/or complex, challenging concepts

Hess, K. & Hervey, S. (2010). Gradients in complexity: Text complexity rubric for informational texts. In *Hess' Local Assessment Toolkit: Tools for Examining Text Complexity*. Dover, NH: National Center for Improvement of Educational Assessment.



## Close Reading of Text

When students comprehend text, they make meaning of what they are reading. The tasks of reading and comprehending require students to recognize words and to construct meaning from those words in a fluent fashion. If students can decode the words but cannot understand what is being read, they are not reading for meaning. If students cannot read fluently, their comprehension of text is interrupted.

In order for students to read fluently and to gain meaning from texts, they must develop and apply important thinking skills. When students use these thinking processes, they are participating in *close reading*. Students take responsibility for gaining meaning from the text by examining the words and structure of the text and by supporting their comprehension using evidence from the text.

Skilled close readers read with purpose. This purpose for reading determines how the specific text is approached. The close reader's purpose for reading must also consider the genre of the text and the author's purpose for writing the text. The purpose of close reading is to translate the author's words into the actual meaning the author is attempting to communicate. Readers often use personal ideas and experiences to support this translation but must be careful that these personal thoughts do not interfere with an accurate translation of the author's meaning. This translation of meaning requires analytical, evaluative, and creative thinking while reading.

Close readers think of the ideas within texts as systems of connected thoughts. When readers identify the primary ideas within selections, they are then able to relate the primary ideas to additional ideas from the texts. These connections of ideas create meaningful systems for readers, especially when reading informational texts where technical vocabulary and topics are encountered.

Close readers are reflective thinkers. They consider what they are reading and how they are thinking about what is being read. They make adjustments in their reading when meaning is not clear. They keep the author's purpose in mind in order to accurately interpret the author's meaning rather than allowing their personal views to take the place of the author's stance. Reflective readers attempt to summarize the meanings of a text, give examples from a text to support a summary, distinguish information that is clear from information that requires further explanation, and connect primary ideas to those within and beyond the text.

### **Processes completed when participating in close reading**

- Formulate questions about the text and search for answers within the text.
- Connect new ideas to previous learning.
- Correct misunderstandings or clarify thinking during reading.
- Identify key words and phrases.
- Look for patterns and determine the reason for those patterns.
- Attend to details.
- Analyze the content of the text in order to make decisions about it.
- Ask questions about the text before, during, and after reading.



## **Critical Analysis of Text**

Critical analysis of text requires students to ask questions that help gather knowledge, understanding, and evidence from texts. The Texas Essential Knowledge and Skills (TEKS) require students to read and comprehend independently and proficiently at their grade levels. This level of comprehension can only be accomplished when students participate in close reading of texts, think critically about what they are reading, and answer text-dependent questions.

Text-dependent questions specifically require students to locate answers that can only be found within texts. Students should not rely on background information nor on prior experiences or knowledge in order to answer these types of questions.

### **Examples of text dependent questions**

- Why is a specified word, sentence, or paragraph important in a text?
- How might the meaning of a sentence be changed if a key word is replaced?
- How do the points of an argument, ideas about a topic, or elements of a literary piece join to create a unified whole?
- Why does the author introduce or conclude the selection as he does?
- What does the pattern or structure of the text reveal about its topic or theme?
- What does the author want the reader to determine about unstated information?

### **Guidelines for the development of text dependent questions/prompts**

- Determine the key ideas that readers need to understand from reading the text.
- Write questions that are specific in nature.
- Compose questions that refer to text structures and to key words located in the text.
- Include questions that cause students to read carefully and to analyze the most difficult ideas within the text.
- Order questions from least complex to most complex.
- Compose questions for each of the TEKS that are addressed within the text.
- Confirm that all responses to questions are supported using evidence from the text.
- Require students to complete a written or an oral task in which they apply key understandings from the text.

### **Strategies to strengthen reading comprehension**

- Limit distractions and interruptions.
- Encourage students to read aloud difficult sentences or sections.
- Have students revisit complex parts of texts.
- Remind students to adjust reading rates as needed to support comprehension.
- Encourage students to restate headings as questions and to return to the questions to check understanding.
- Model bulleting or outlining key points of texts.
- Allow students to use sticky notes to flag ideas or terms that need further explanation, research, or discussion.

**Strategies to strengthen reading comprehension (cont.)**

- Encourage students to note information in text margins.
- Instruct students to use appropriate sources to clarify information (e.g., glossary, reference materials).
- Read aloud to create interest in topics and to model *close reading* of text.
- Involve students in meaningful and collaborative conversations about text.
- Help students identify the purpose for reading by analyzing the structure of the text.
- Encourage daily independent reading.
- Provide strategic instruction about text features and how they support comprehension of text.
- Use graphic organizers to demonstrate the relationships of ideas within and across texts.
- Invite students to respond to texts using journals, discussions, and other creative opportunities.
- Utilize the *Think Aloud* technique to model strategies for using text evidence to answer questions.
- Engage students in direct and systematic vocabulary instruction.

**Strategies to assess reading comprehension**

- Administer reading probes to assess prior knowledge and learning following instruction.
- Utilize reading inventories to assess fluency and decoding skills.
- Allow students to record responses to texts in journals.
- Have students self-assess work samples collected in portfolios.
- Form questions using the 5Ws (*who, what, when, where, why*) for a quick check of texts.
- Provide students with graphic organizers for use in demonstrating their understanding of texts.
- Administer interest inventories to determine students' attitudes toward reading.
- Have students maintain reading logs to assess a variety of genres and topics of interest.
- Use a variety of assessments to determine levels of comprehension (e.g., selected-response, constructed-response, performance task).
- Have students use written or electronic means to record thoughts and observations based on texts.
- Create a task list of expectations and have students self-monitor their progress over time.
- Direct students to write summaries of texts.
- Allow students to formulate questions about texts and exchange with partners to answer, confirm, and correct.
- Pose questions that engage students in written or oral responses that apply or extend learning from texts.
- Invite students to demonstrate their learning about texts through presentations.
- Provide students with inaccurate responses based on texts. Have students use the texts to correct the responses.

## **Before, During, and After Reading**

### ***Before Reading***

- Engage or generate student interest.
- Establish the purpose for the reading selection.
- Activate prior knowledge.
- Provide necessary background information.
- Explain concepts related to the text.
- Introduce new vocabulary.
- Make predictions.

### ***During Reading***

- Model reading strategies.
- Encourage the use of comprehension strategies.
- Use questioning prompts to guide reading.
- Evaluate student understanding of the content.
- Explain or clarify student misconceptions.

### ***After Reading***

- Ask higher-level questions to extend/elaborate text.
- Discuss why answers are correct and why answers are incorrect if multiple-choice questions are used.
- Have students use textual evidence and/or sound reasoning to support responses.
- Encourage students to respond to the text using critical/creative thinking.
- Evaluate student understanding of skills/content.

### ***Before Reading***

- What is the purpose of this reading selection?
- What do I think this reading selection is about?
- What do I know about the topic?
- How does this author organize the text?
- Is this reading selection going to be about characters?
- Will I learn facts from this reading selection?
- What might I learn from this reading selection?

### ***During Reading***

- Do I understand what I am reading?
- Am I using strategies to understand?
- Do I need to read more slowly?
- Do I need to read some parts again?
- Can I see a picture in my mind of what I am reading?
- Can I make connections with what I am reading?
- Can I predict what might happen next?

### ***After Reading***

- Do I remember what I read?
- Can I retell what I read?
- Can I talk about what I learned?
- Can I tell the main idea of the selection?
- How do I feel about what I read?
- What connections can I make?
- What do I not understand?
- How can I find out about what I do not understand?
- Do I want to know more about this topic?



## Vocabulary Instruction

### Acquisition of Vocabulary

Children begin learning vocabulary at an early age through conversations with others. Basic language is learned through these oral exchanges. When students enter school, they encounter thousands of spoken and written words. Vocabulary instruction is critical if students are to develop strong academic language skills. Knowledge of vocabulary is highly correlated with productive reading comprehension and academic success in school.

### Vocabulary Development

When students understand the meanings of words, they better comprehend texts. When they understand texts, students are more apt to read, resulting in the acquisition of language. For struggling readers, learning new words is more challenging. Therefore, these students read and learn fewer words. It is essential to recognize the importance of vocabulary development and to provide purposeful vocabulary activities in order to develop students' knowledge of words and meanings. Research suggests that when students receive incremental, repeated exposure to words, they are better able to grasp and retain words and to comprehend texts.

### Academic Vocabulary

Academic vocabulary is the vocabulary critical to understanding concepts taught in school. Mastery of this language may prove to be challenging for some students. A systematic approach should be used when teaching academic vocabulary. This approach includes using examples when introducing the words, having students restate meanings, asking students to produce visual representations, and referencing words frequently during classroom discussions.

### Three Tiers of Words

A model useful for conceptualizing groups of words has been developed by Beck, McKeown, and Kucan (2002, 2008). This model categorizes words readers encounter in texts by the instructional and learning challenges the words present. The model describes three levels, or tiers, of words in terms of the words' commonalities (more to less frequently occurring) and applicability (broader to narrower). While the term *tier* may connote a hierarchy, the reality is that all three tiers of words are vital to comprehension and vocabulary development. Learning Tier 2 and 3 words typically requires more deliberate effort than learning Tier 1 words.

Tiers	Explanations	Examples
Tier 1 Words	Words used in everyday speech	car book toy
Tier 2 Words	General academic words, technical vocabulary, more likely to be found in written texts	speculate measurable bashful
Tier 3 Words	Domain-specific words, vocabulary specific to a field of study, key to understanding concepts	atmosphere perimeter nervous system

## Teaching Vocabulary

*Motivation Reading™ Teacher Edition* supports the development of vocabulary. Selection-specific and TEKS-based vocabulary words are suggested for each unit. In addition, instructional vocabulary activities and formative assessments are included.

A variety of methods can be utilized when teaching vocabulary. Effective instruction reflects direct and indirect approaches. Opportunities for vocabulary development happen incidentally through meaningful conversations and occur intentionally through direct instruction.

Students build new vocabulary through everyday experiences with oral and written language and by encountering words in texts, either by reading or being read to. Providing time for reading is crucial to the development of vocabulary. Activities that promote vocabulary development include making connections to real life, reading and discussing books, asking students to respond to what is read, and asking questions that stimulate thinking. Integration of literature into all content areas also helps students learn new words. Providing vocabulary-building activities that develop concepts beyond simple definitions give students better understanding of how words are used in their lives. Exposure to words in many different contexts helps students master new word meanings.

Teaching words explicitly can be helpful in building students' vocabularies. Words taught directly should be words that are important in helping readers understand specific reading selections or words that are frequently encountered in reading. Focusing on an appropriate number of important words is more helpful than trying to learn many new words. For words to be added to students' vocabularies, many exposures are necessary. Research indicates that new words should be encountered in multiple texts with six to ten repetitions. The following steps are recommended when teaching new vocabulary.

1. Provide a description, explanation, or example of the new word.
2. Provide a pictorial representation of the meaning of the word when possible.
3. Have students describe or explain the meaning of the term using their own words.
4. Ask students to associate an image with the new word.
5. Have students create a nonlinguistic representation of the word (e.g., picture, symbol, graphic).
6. Provide opportunities for students to periodically review the word.

Teaching structures of words (e.g., root words, prefixes, suffixes), using context clues, identifying synonyms and antonyms, making word analogies, and teaching dictionary and reference skills can increase students' abilities to learn new words. Writing assignments that require students to use new words in context also prove helpful in vocabulary development.

Creating a concept-rich environment with instructional bulletin boards, interactive word walls, and other vocabulary displays is conducive to vocabulary instruction. Utilization of games and activities that reinforce vocabulary is important to the acquisition of language. Encouragement, praise, and recognition given to students for efforts toward vocabulary development motivates students to learn new words.

## Provide Vocabulary Activities that Address the Varied Learning Styles of Students

### *Auditory Learners*

- Recite poems and raps that emphasize word meaning.
- Sing songs that promote concept development.
- Listen to and solve vocabulary riddles.
- Perform cheers and chants that emphasize vocabulary development.
- Read aloud and discuss books containing new vocabulary words that relate to concepts being studied.



**Visual Learners**

- Design posters that illustrate word meanings.
- Associate words being taught with graphic images.
- View and discuss vocabulary related pictures and photographs.
- Complete graphic organizers to develop understanding vocabulary.
- Use electronic tools to project visual images of vocabulary.

**Tactile/Kinesthetic Learners**

- Act out vocabulary words and meanings.
- Pantomime vocabulary words and meanings.
- Use locomotor and rhythmic activities to perform words and meanings.
- Construct models to demonstrate words or vocabulary concepts.
- Use a variety of materials (e.g., sand, shaving cream, chalk) to write words or draw graphic representations of words.

**Use Questioning Strategies, Guided Investigations, and Word Connections to Teach Vocabulary****Questioning**

- Use open-ended questions that require more than *yes/no* answers.
- Utilize probing questions that explore word meanings.
- Use questions that link ideas (e.g., *How does \_\_\_ compare to \_\_\_?*).
- Ask questions aligned to Bloom's Taxonomy.
- Extend thinking by asking *what if* questions.

**Guided Investigations**

- Participate in cooperative, hands-on investigations involving meaningful student conversations.
- Use the *5E Model of Instruction* (*Engage, Explore, Explain, Extend/Elaborate, Evaluate*) to structure vocabulary acquisition.
- Engage in group problem solving to promote collaboration and conversations.
- Use sensory experiences to build conceptual understandings and to develop links to terminology.

**Word Connections**

- Sort and classify related words.
- Sequence related words on a scale (e.g., tepid, warm, hot, boiling).
- Make analogies to show relationships between words.
- Use synonyms and antonyms to define words.
- Demonstrate how words are alike and different using Venn diagrams.
- Design word webs to develop and extend word meanings.
- Use concept maps and graphic organizers to illustrate relationships among words.



## **Critical Thinking in *Motivation Reading*™**

Teaching students to think critically is essential for the improvement and success of student academic performance. While test-taking skills are important and should be a part of instruction, a large focus of instruction must be on teaching students critical thinking skills. Attention to this area will help students perform at optimal levels.

Most testing situations require students to apply critical thinking abilities. Opportunities in applying critical thinking skills help prepare students for assessment situations. Critical thinking questions and tasks should occur in tests or quizzes and should be reflected in classroom discussions, instructional units, classroom activities, daily lessons, reports, and homework assignments. Regardless of age, achievement level, or English language proficiency, critical thinking must be taught and assessed. All students should be provided instruction and feedback in regard to critical thinking skills.

Research indicates that a large percentage of questions asked in classrooms are recall questions. Any question is a recall question if the information required for the answer has previously been provided to the student or if it is explicitly stated in the text. It is important to note that mastery of facts in content areas and learning definitions of terms are viable skills. However, there must be a balance of memorized knowledge and higher-order thinking. Students must acquire knowledge that forms the foundation for critical thinking and problem-solving learning experiences. This knowledge is derived from many sources including textbooks, reference materials, or digital applications. No matter the source, skilled readers think critically before, during, and after reading.

Professional literature supports critical thinking in the classroom and recommends that teachers guide students in developing higher-level thinking skills. The skills of analysis, inference, and decision making are higher-level cognitive processes and readily relate to reading instruction. In the past, these skills were often used as enrichment, but today they are considered core skills in the reading classroom. Higher-level reading is essential to the success of every skilled reader and indicates the level of meaning each reader grasps from the text. Higher-level reading refers to critical reading as readers make meaning of the text before, during, and after reading. Students learn to reason, evaluate evidence, draw inferences, analyze elements, and arrive at conclusions based on texts.

The reading units in *Motivation Reading*™ and the suggested skill-based and cross-curricular children's literature all serve as powerful tools for teaching critical reading. Students actively and constructively engage with a variety of texts as they learn to read for meaning. Critical readers are active readers who ask questions, locate text evidence, use prior knowledge, and judge reading throughout the entire process. When students are involved in these activities, they are more likely to become critical thinkers and learners.

Two widely-accepted models for the development of critical thinking are Bloom's Taxonomy (Original/Revised) and Webb's Depth of Knowledge (DOK). *Motivation Reading*™ employs considerations of these models in order to develop the critical thinking skills of students.

## Bloom's Taxonomy

Original Bloom's Taxonomy emphasizes the cognitive dimension of learning. The six levels, arranged from lowest to highest levels of thought, help educators identify the thought processes used in questions asked of students or help educators determine the cognitive engagement required by learning activities.

Original Bloom's Taxonomy Cognitive Domain	
<b>Knowledge:</b> the ability to remember previously learned material	define, duplicate, find, label, list, locate, match, memorize, name, order, recall, recognize, record, repeat, retrieve, reproduce, state, tell
<b>Comprehension:</b> the ability to grasp the meaning of material	clarify, demonstrate, describe, discuss, explain, express, identify, paraphrase, recognize, rephrase, restate, retell, review, summarize, translate
<b>Application:</b> the ability to use learned material in new and concrete situations	apply, calculate, carry out, change, choose, dramatize, employ, illustrate, operate, modify, practice, schedule, sketch, solve, use
<b>Analysis:</b> the ability to break down material into its component parts so that its organizational structure may be understood	analyze, classify, categorize, compare, contrast, differentiate, discriminate, dissect, distinguish, examine, question, reason, sort, survey
<b>Synthesis:</b> the ability to put parts together to form a new whole	arrange, assemble, combine, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, revise
<b>Evaluation:</b> the ability to judge the value of material for a given purpose	appraise, assess, critique, decide, defend, evaluate, judge, measure, prioritize, rank, rate, recommend, select, support, value

Bloom, B.S. (Ed.) Englehart, M.D., Furst, F.J., Hill, W.H. & Krathwohl, D.R. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain*. New York: David McKay.

Revised Bloom's Taxonomy portrays two dimensions of learning – Cognitive Processes and Knowledge. This revised structure emphasizes the thought processes used to demonstrate learning and the importance of the interaction among content taught (factual, conceptual, procedural, metacognitive knowledge). Educators can use this taxonomy to design student learning and assessment experiences in order to increase cognitive rigor or complexity of thought.

Revised Bloom's Taxonomy Cognitive Process Dimension	
<b>Remember:</b> retrieve knowledge from long-term memory	recognize (identify, locate); recall (retrieve)
<b>Understand:</b> construct meaning from instructional messages (e.g., oral, written, and graphic)	interpret (clarify, paraphrase, represent translate); exemplify (illustrate, give example); classify (categorize); summarize (abstract, generalize); infer (conclude, extrapolate, interpolate, predict); compare (contrast, map, match); explain (cause/effect)
<b>Apply:</b> carry out or use a procedure in a given situation (apply to a familiar or unfamiliar task)	execute (carry out); implement (using)
<b>Analyze:</b> break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	differentiate (discriminate, distinguish, focus, select); organize (integrate, outline, parse, structure); find attributes (deconstruct for bias/point of view)
<b>Evaluate:</b> make judgments based on criteria and standards	check (detect, search for inconsistencies/untruths, monitor, test); critique (judge)
<b>Create:</b> place parts together to form a coherent or functional whole; reorganize elements into new patterns/structures	generate (hypothesize); design (plan); produce (construct)



Revised Bloom's Taxonomy Knowledge Dimension	
A. Factual Knowledge	The basic elements students must know to be acquainted with a discipline or to solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements
B. Conceptual Knowledge	The interrelationships among the basic elements within a larger structure that enable the elements to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures
C. Procedural Knowledge	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures
D. Metacognitive Knowledge	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks DC. Self-knowledge

Anderson, O.L., Krathwohl, D., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., Raths, J. & Wittrock, M. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman, Inc.



## Depth of Knowledge (DOK) Levels

Depth of Knowledge developed by Norman Webb is a model that helps educators determine the content assessed and the depth that students demonstrate understanding of content. DOK levels can be used to designate the depth and complexity of TEKS, to write assessment items, to design instructional activities that achieve higher cognitive levels, or to align state assessments so that higher levels of rigor are achieved.

### **Recall (DOK Level 1)**

#### ***Description***

Level 1 requires recall of information such as a fact, definition, term, or application of a simple process or procedure. Students use rote responses when following a clearly identified procedure or set of steps.

#### ***Examples***

Reading – *List the two main characters in the story.*

Writing – *What type of punctuation will you find at the end of a declarative statement?*

### **Skills/Concepts (DOK Level 2)**

#### ***Description***

Level 2 requires thinking beyond recall or reproduction of a response. Students must make some decisions about how to address the question, problem, or activity. More than one cognitive process or step is followed or demonstrated.

#### ***Examples***

Reading – *What does the word pitch mean in paragraph 4?*

Writing – *Identify and summarize the problem and solution of the written piece.*

### **Strategic Thinking (DOK Level 3)**

#### ***Description***

Level 3 requires a higher level of thinking than the first two levels. Students develop a plan, show evidence, and use reasoning that is more complex. Many times they must explain their thinking or justify the responses they choose. When an assessment item has multiple answers and requires the chosen response to be explained or justified, this item is most likely a Level 3.

#### ***Examples***

Reading – *Using the article on physical fitness, list two statements about physical fitness that are opinions. Explain how these two opinions might encourage students to eat healthily and to exercise daily.*

Writing – *Your school is purchasing playground equipment. The students are invited to suggest ideas. Your task is to select one piece of equipment and provide reasons why your selection is a good choice for the school. Write a letter to the school principal and present a persuasive argument why your idea is the best choice.*

**Extended Thinking (DOK Level 4)****Description**

Level 4 requires planning, developing, complex reasoning, and higher-order thinking. Students are asked to make several connections with ideas within a content area or among content areas. Additional time for thinking is often required to solve the problem, situation, or task. An extended time period with a repetitive task does not necessarily imply a Level 4. Performance assessments and open-ended responses are types of Level 4 assessment activities.

**Examples**

*Reading – After reading two selections, describe and illustrate the common themes between the two texts. Locate a third selection that demonstrates the same theme.*

*Writing – Analyze information from both primary and secondary sources about \_\_\_\_\_. Create a story or song based on the information.*

Webb, Norman. (1999). *Alignment of science and mathematics standards and assessments in four states*. National Institute for Science Education, University of Wisconsin-Madison.

Webb, N. (March, 2002). *Depth-of-Knowledge Levels for four content areas*, Unpublished paper.

## Cognitive Rigor (CR) Matrix

Karin Hess developed a matrix that integrates Bloom's Revised Taxonomy and Webb's Depth of Knowledge. Hess provides the following ELA matrix to demonstrate increased cognitive rigor within instruction, curriculum, and assessment. This CR matrix can be used to analyze classroom instructional and assessment practices and to ensure these practices move beyond basic comprehension and address rigor.

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember:</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency and accuracy</li> </ul>			
<b>Understand:</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit/implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply:</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>



Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Analyze:</b> Break into constituent parts, determine how parts relate, differentiate between relevant/irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate:</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, and completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create:</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

Hess, K. Carlock, D., Jones, B. & Walkup, J. (2009). What exactly do "fewer, clearer, and higher standards" really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments. In *Hess' Local Assessment Toolkit: Exploring Cognitive Rigor*. Available [online] [http://www.nciea.org/publications/CRM\\_ELA\\_KH11.pdf](http://www.nciea.org/publications/CRM_ELA_KH11.pdf)

## Strategies that Promote Critical Thinking

- Teach students the six levels of thinking: knowledge/remember, comprehension/understand, application/apply, analysis/analyze, synthesis/create, and evaluation/evaluate. Encourage students to answer critical thinking questions by establishing a classroom climate that is conducive to thinking critically and creatively. Students need to read, write, discuss, and interact with text. They are encouraged to draw from personal experiences and collaborate with others to build meaning. Students must feel safe to explore thoughts and feelings. Model the development of questions at each of the levels of thinking and invite students to develop questions at each level. Teachers need to acknowledge to students that they may not know all the answers to all the questions.
- Distribute a common reading passage to each student. Allow time for independent reading. As a class, discuss the levels of the taxonomy by modeling questions about the selection at each level of thought. Demonstrate by using the *Think Aloud* strategy.
- Partner students. Distribute a reading selection and allow time for the partners to read the selection silently. Allow each partner group to share and discuss the critical thinking questions for that selection. Move through each level, repeating the process until students complete the highest level of thinking. The teacher's role is a facilitator to lend support throughout the exercise. Check for understanding and critique the students during the process to ensure they develop the questions accurately. Evaluative comments by the teacher should be specific, rather than global, and related to the process. Constructive, ongoing feedback is vital. At the conclusion of the activity, allow time for student reflection. The goal is for students to become successful and independent critical thinkers.
- Ask open-ended questions that do not assume one correct response.
- Provide practice opportunities that enable students to distinguish fact from opinion or relevant from irrelevant information.
- Encourage students to justify or explain how they arrive at an answer, draw a conclusion, form an opinion, make a prediction, or reach a decision.
- Apply information from read alouds and reading passages to new and different situations.
- Encourage the application of information from text to the everyday world. Invite students to relate the text to individual experiences.
- Hold pre-reading discussions to help students activate prior knowledge and set the stage for critical reading. Guide students to identify purposes for reading and to formulate predictions. Revisit the predictions and revise and judge their accuracy throughout the reading process.
- Extend texts with post-reading activities to indicate the level of understanding. Transferring ideas from a reading selection into poetry, artwork, small group discussion, etc. serves as an avenue for evaluation and interpretation.
- Use practice assessments as learning experiences. Discuss why the answer is correct. Ask students to show or explain what details or ideas in the text lead to a specific answer. Also discuss why the remaining options are incorrect.



## Effective Questioning

Teacher questioning is a critical part of instruction. In the book *Classroom Instruction that Works*, Robert Marzano states that 80 percent of what is considered instruction involves asking questions. Skilled teachers ask questions that cause students to think critically, to clarify ideas, to solve problems, to explore new possibilities, to generate alternatives, to talk and share ideas, and to extend thinking. Incorporating questions into daily instruction promotes richer and more varied conversations and encourages deeper thinking. Asking questions causes instruction to be more interactive and encourages students to develop skills that can be used throughout their lifetimes.

Effective questions are purposeful, clear, brief, and thought-provoking. They promote curiosity and participation and help teachers understand how students process information. Questions can be classified as:

**Open-ended** – designed to elicit numerous responses from students and to initiate discussions

**Core** – designed to guide students to analyze texts and use reasoning as they provide evidence for responses

**Closing** – designed to lead students to personalize ideas from discussions

### **Actions to improve strategies for questioning/discussion**

- Teach students methods for asking questions and leading discussions.
- Plan learning activities that provide knowledge, reasons, and evidence for thoughtful responses within discussions.
- Scaffold questions from least complex to most complex to support student responses.
- Provide questions to guide students as they study texts or solve problems.
- Use questions as feedback to help students assess their learning (e.g., *How did you arrive at that answer/product? Is there another word you could use in your narrative to communicate more effectively?*).
- Provide students with questions that require them to consider different viewpoints or perspectives (e.g., *What is the author's stance on this topic? Why does the author write from the third-person point of view?*).
- Pause frequently to pose questions that require students to think about what they do and do not understand.

### **Considerations that promote favorable environments for questioning/discussions**

- Demonstrate and model respect for all students.
- Show interest in all student responses.
- Dignify all student answers.
- Allow adequate wait-time for students to process questions, think about responses, and formulate answers.
- Prompt students to clarify or to extend thinking.
- Provide differentiated questions that allow opportunities for all students to succeed.
- Ask open-ended questions that encourage students to think or to respond creatively without fear of responding incorrectly.
- Avoid interrupting students while they are answering questions.



## Questioning Prompts Based on Bloom's Taxonomy

### **Knowledge/Remember**

When does \_\_ take place?

What is the setting for \_\_?

Define the word \_\_.

Who does \_\_?

Name the \_\_.

### **Comprehension/Understand**

How is \_\_ like \_\_?

How are \_\_ and \_\_ different?

Compare \_\_ before and after \_\_.

Compare \_\_ with \_\_.

Compare a character at the beginning of the story and at the end of the story.

How does the main character feel \_\_?

What is the problem and how is it solved?

What are the events in the story?

Tell in your own words how the setting causes the story to be interesting.

What is the theme of the story?

What is the main idea of paragraph \_\_?

What is the main idea of the reading selection?

Note: Questions or prompts at this level refer to the literal meaning of the text.

### **Application/Apply**

What lesson do you learn from the story?

Does the reading selection remind you of anything that has happened to you? What? Why?

If you were in a problem situation like the one you read about, how would you have acted? Describe your problem situation.

Write a letter to a friend recommending this story.

Pretend you are one of the characters in the story. Name the character and write two journal or diary entries about the happenings in your life.

Describe a time something similar happened to you or to someone you know.

**Analysis/Analyze**

- What causes \_\_\_?
- Use the graph/pictures/map to determine \_\_\_.
- How does the title relate to the story?
- Locate an example of a simile.
- Translate the meaning of \_\_\_.
- How are \_\_\_ used to \_\_\_?
- What words does the author use to \_\_\_?
- What is the purpose of \_\_\_?
- Explain how \_\_\_.
- Analyze the \_\_\_ in \_\_\_.
- What does \_\_\_ symbolize?
- What information is needed to \_\_\_?
- Based on the written description, what \_\_\_?
- What is another possible solution for \_\_\_?
- What is the relationship between \_\_\_ and \_\_\_?
- How does the author convey \_\_\_?
- What does the author do that \_\_\_ the reader \_\_\_?
- Compare this story with another one written by the same author.
- Compare/contrast two of the characters in this story.
- Based on what you read, what can you conclude about \_\_\_?
- What point of view is used by the author?
- What will happen if \_\_\_?
- Why do you think \_\_\_?
- Predict what will happen \_\_\_.
- Predict the ending of the story.
- What is the main idea of \_\_\_?
- What if \_\_\_?
- What is the motive of \_\_\_?
- What generalization can you draw from the information about \_\_\_?
- What evidence can you find \_\_\_?

Note: Analysis level requires the reader to read between the lines or to move beyond the words printed on a page and to think critically about the text. Skilled readers learn to use prior knowledge coupled with what is stated in the text to arrive at an inference, prediction, conclusion, or generalization. Students must be taught to support thinking with evidence from the selection, whether stated or implied. The analysis level is one of the most complex critical thinking levels, and teachers sometimes avoid this level of thinking because meaning is implied and precise answers are not always apparent.

**Evaluation/Evaluate**

Is the title a good one or poor one? Why?

In your opinion, whom does the author intend to read this selection? Explain your thinking.

Which character would you choose for a friend? Why?

Does \_\_ make a wise choice? Give your reasoning.

Is \_\_ worth the \_\_? Explain your response.

Does \_\_ behave in an appropriate manner? Why or why not?

What would you have done in this situation? Why?

Which \_\_ is the best? Why do you think this way?

If you were a judge, what decision would you make? Why?

Write your feelings about \_\_.

Do you like the way the story ended? Why or why not?

Write a paragraph or letter stating your view about \_\_. Provide reasonable support.

Judge which is the best solution for the problem. Support your thinking.

Provide and justify your opinion about \_\_.

Is the story \_\_? Defend your answer.

Rate the story according to \_\_. Support your rating.

**Synthesis/Create**

Write a different end to the story.

Write a newspaper article about this story, including the *who*, *what*, *when*, *where*, *why*, and *how*.

Identify changes you might make to the story.

Design a cover of a brochure/flyer that tells about this selection.

How might the theme of this selection compare to a current situation or event?

Divide this selection into 3 or 4 sections. Write a subtitle for each section.

Select one character and rewrite the story from that character's point of view.

Write a radio announcement to persuade readers to believe as the author believes.

Choose any character from the story. Think of an appropriate gift for that character.

Identify one problem in the story and provide an alternative solution not chosen by the author.

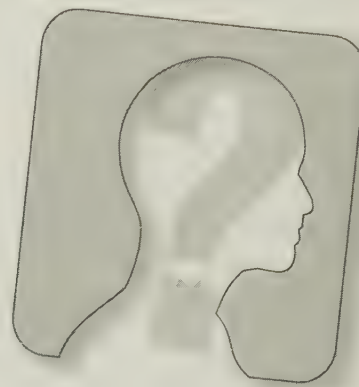
Make a six-section cartoon strip showing the sequence of events of the selection.



## Prompts that Encourage Thinking and Increase Understanding

### Clarify Information

- Provide an example of \_\_\_\_.
- Describe \_\_\_\_.
- Explain what you learned today.
- Explain your reasoning.
- Retell \_\_\_\_ in your own words.
- Translate \_\_\_\_ into a visual representation.
- Provide more information about \_\_\_\_.
- Explain what you mean when you \_\_\_\_.
- Use your own words to summarize what you read/heard.
- What do you mean by \_\_\_\_?
- What does \_\_\_\_ mean?
- What is the difference between \_\_\_\_ and \_\_\_\_?
- What would be an example of \_\_\_\_?
- What would be another way of saying \_\_\_\_?



### Extend Responses

- Based on what you know, what can you predict about \_\_\_\_?
- How can you find out about \_\_\_\_?
- How will you decide \_\_\_\_?
- How does \_\_\_\_ happen?
- How will you change \_\_\_\_?
- If you are \_\_\_\_, how will you solve \_\_\_\_?
- What are some other ideas about \_\_\_\_?
- What can you improve \_\_\_\_?
- What do you think causes \_\_\_\_?
- What is another way to view \_\_\_\_?
- What other observations can be made about \_\_\_\_?
- What other questions might be useful \_\_\_\_?
- What will happen if \_\_\_\_?
- What will you do if \_\_\_\_?

**Generate Discussion**

How do \_\_\_'s comments cause you to think differently about \_\_\_?  
How will you feel if \_\_\_?  
What is another opinion about \_\_\_?  
Tell me about \_\_\_\_.  
What can you add to \_\_\_?  
What do you notice about \_\_\_?  
What do you think about \_\_\_?  
What do you think will happen next?  
What do you think will happen now?  
What does \_\_\_ remind you of?  
What other solution might solve the problem?  
What other information do you know about \_\_\_?

**Make Connections**

How are these terms/ideas related?  
How does \_\_\_ compare with \_\_\_?  
How does \_\_\_ remind you of \_\_\_?  
How does \_\_\_ connect with what we have previously discussed?  
How has your thinking changed?  
How is \_\_\_ different from \_\_\_?  
How is \_\_\_ similar to \_\_\_?  
In what other situations might \_\_\_ apply?  
Where have you seen \_\_\_?  
In what context have you observed this idea or concept?

**Promote Reasoning**

How did you reach that conclusion?  
How do you know the solution is correct?  
How will \_\_\_ influence \_\_\_?  
Explain the reason \_\_\_ occurred.  
Suppose \_\_\_, what then?  
What are the implications if you choose \_\_\_?  
What argument can you give for \_\_\_?  
What do you think about \_\_\_?  
What evidence can you cite for \_\_\_?  
What causes you to say \_\_\_?  
What might happen if \_\_\_?  
What proof exists for \_\_\_?  
What sort of impact will \_\_\_ have on \_\_\_?  
Why did you choose \_\_\_?  
Why is \_\_\_ better than \_\_\_?  
Why is \_\_\_ important?

## Graphic Organizers for Reading Instruction

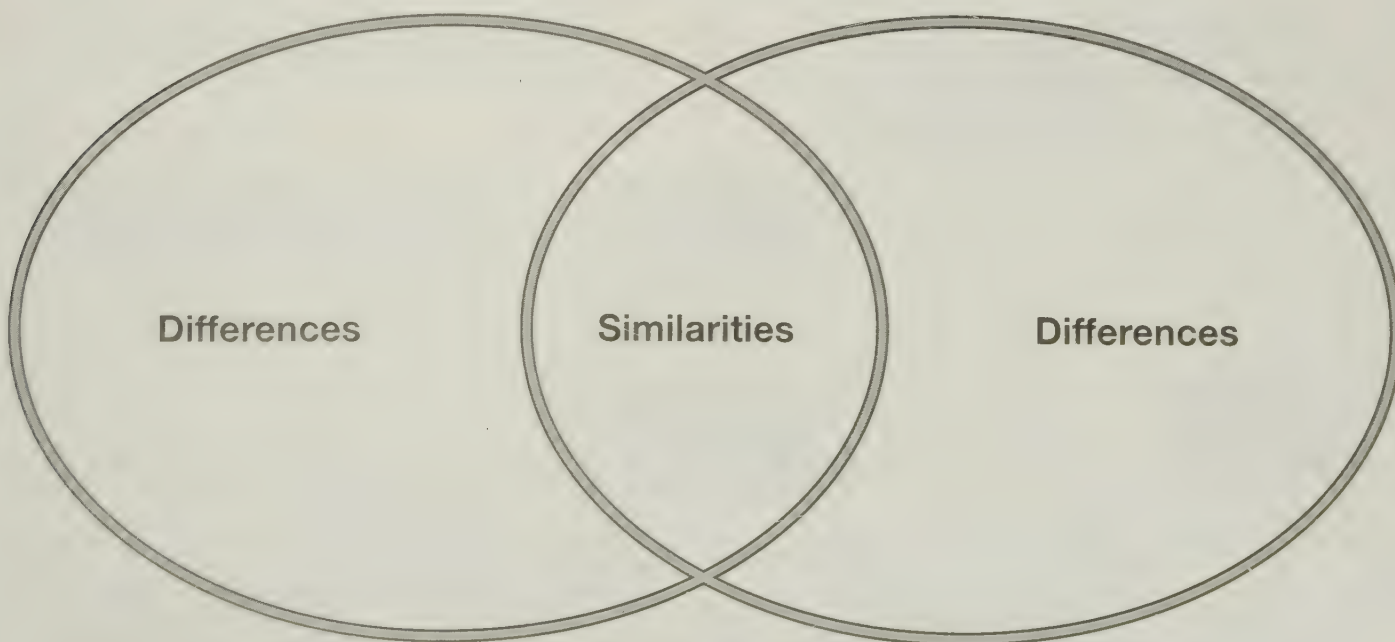
Graphic organizers help readers organize information from texts. There are many formats of graphic organizers that help readers structure information. Students learn in different ways. Visual learners must see how ideas connect within and across texts. Auditory learners can use organizers to initiate discussions with other students about how different elements relate within texts. Tactile/kinesthetic learners might reinforce understandings by highlighting important points on organizers as discussions about texts unfold.

Students should be introduced to graphic organizers appropriate for specified grade levels. Teachers must model the organizers in order to teach students to use them prior to reading, during reading, and after reading. Modeling to the whole class by thinking aloud is a procedure that is effective in helping students understand how these tools are beneficial in organizing thinking about texts. Following the initial introduction of organizers, students should participate in guided practice that involves students working in small groups or with partners. Then students work as independent learners to apply knowledge to deepen understanding of how to use these valuable tools.

Skilled readers are familiar with and know how to use different types of organizers. When students see how connections are made within and between texts, progress in performance results. The following are examples of organizers that can be used by students to enhance reading comprehension of text.

### **Venn Diagram**

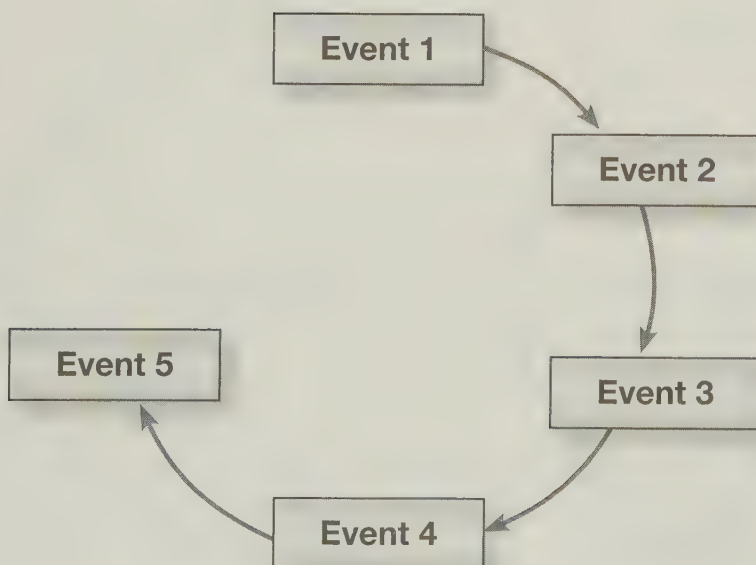
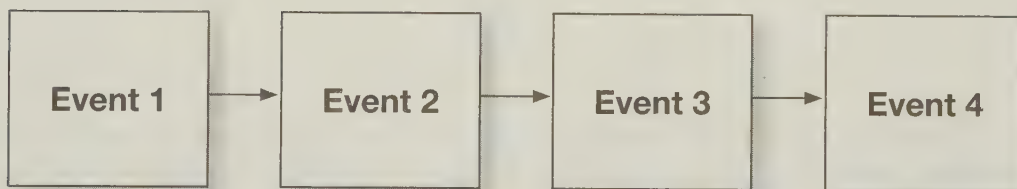
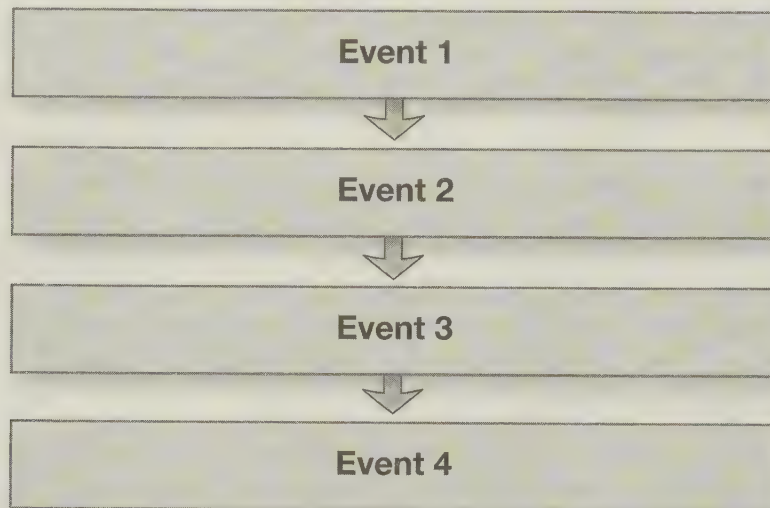
A Venn diagram shows how things are similar and different. This diagram can be used to help the reader compare shared and unique characteristics of two concepts, characters, events, or processes.





## Sequence of Events or Sequence Maps

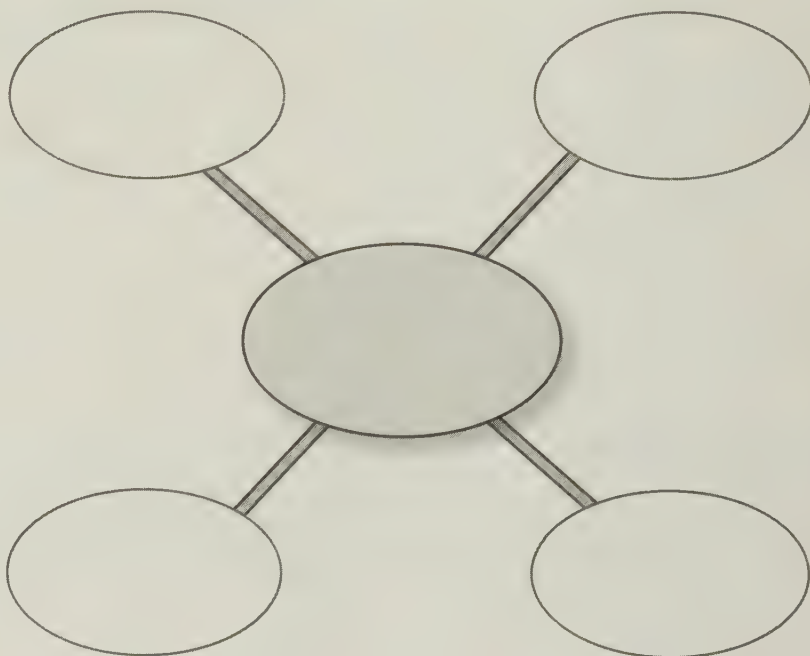
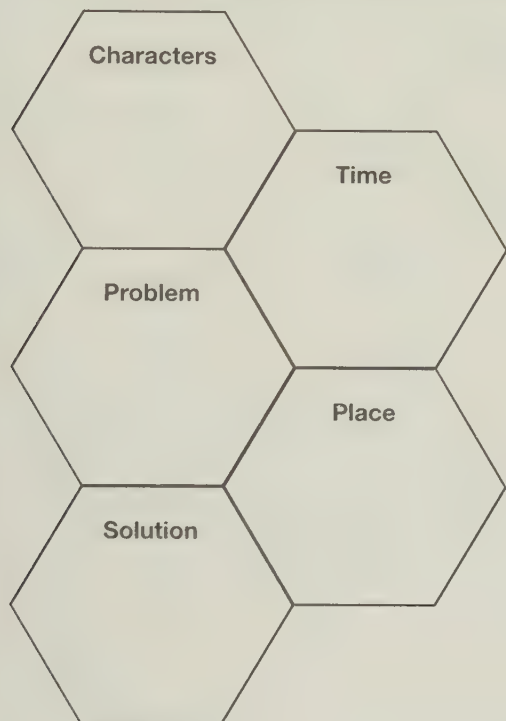
The order in which events occur or ideas are introduced is important. Sequence of event organizers help readers see the order of the events or ideas more clearly.



Title
1. Event 1
2. Event 2
3. _____
4. Event 4

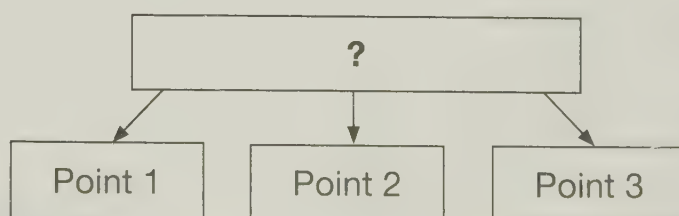
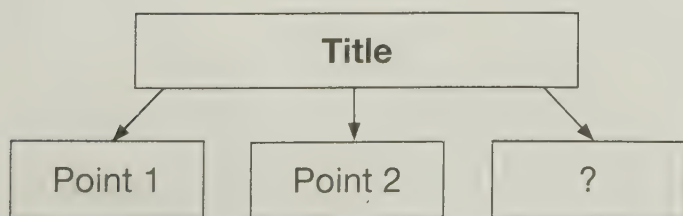
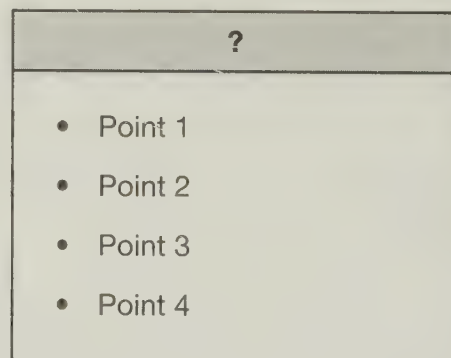
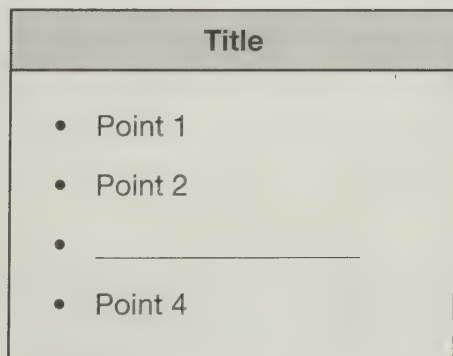
## Story Map or Web

Important information from a literary fiction selection is shown in a story map. A story map helps a reader organize and remember important elements. A web organizes information from literary or informational texts. This organizer depicts relationships between facts, details, and elements within texts.



## Chart or Diagram

A chart or diagram is used to organize information that supports the topic or main idea.



## Outline

An outline is an organized arrangement of the main ideas, the sequence of events, or the steps in a process taken from a text.

I. \_\_\_\_\_

A. Subtopic 1

B. Subtopic 2

C. Subtopic 3

D. Subtopic 4

I. Topic 1

A. Subtopic 1

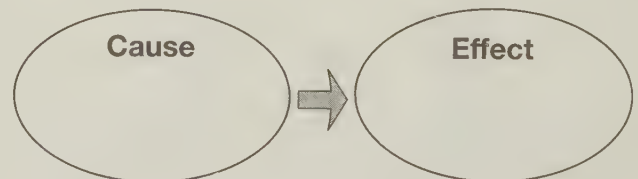
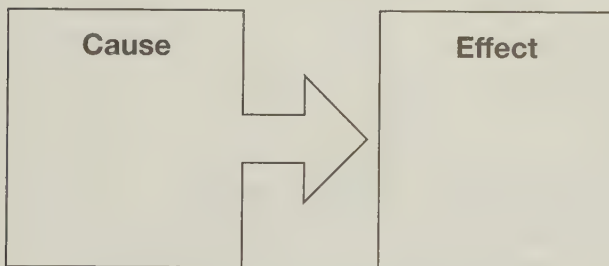
B. \_\_\_\_\_

C. Subtopic 3

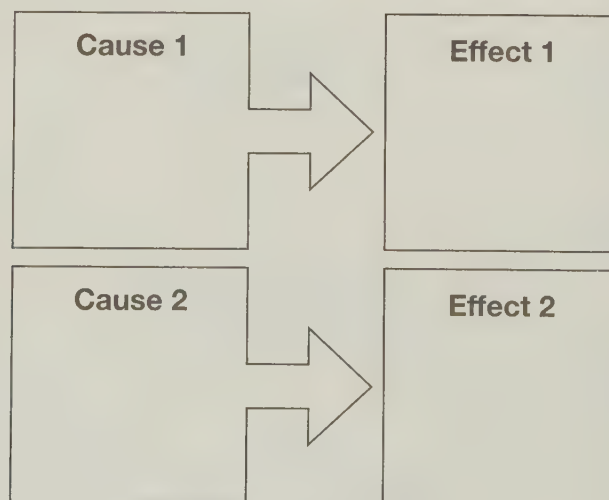
D. Subtopic 4

## Cause and Effect

The cause is why something happens and the effect is what happens. Sometimes, the cause is written in the box and students must identify the effect and record it in the empty box. Sometimes, the effect is written in the box and students must identify the cause and record it in the empty box.

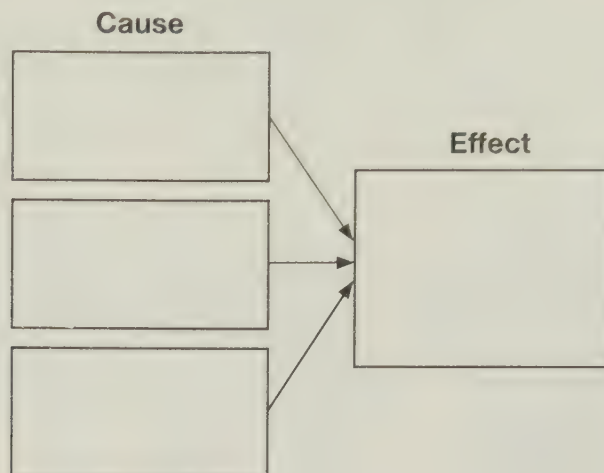


Multiple causes can produce multiple effects.



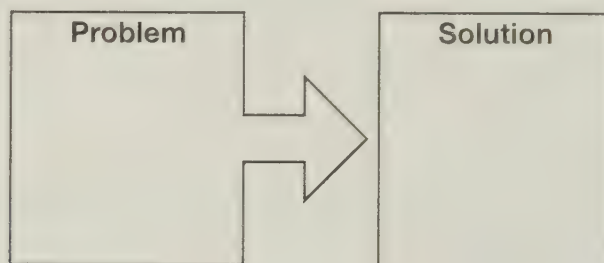


Multiple causes can produce one effect.



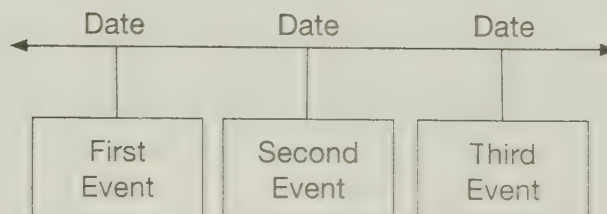
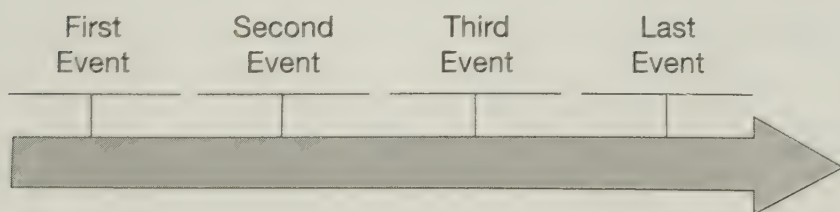
### Problem and Solution

A problem is a difficult situation with an unknown answer, and a solution is the way the problem is solved. Both literary and informational texts can contain problems and solutions.



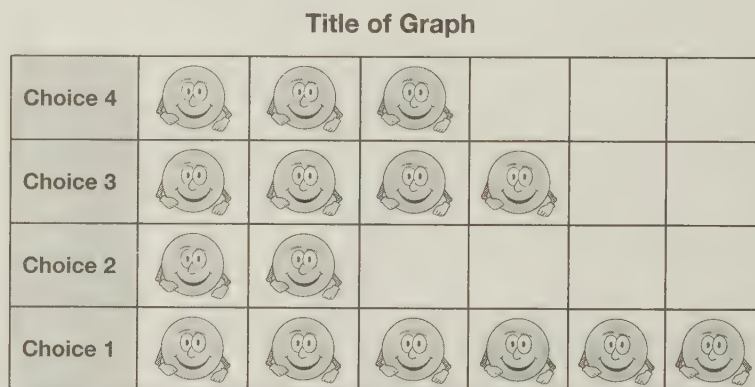
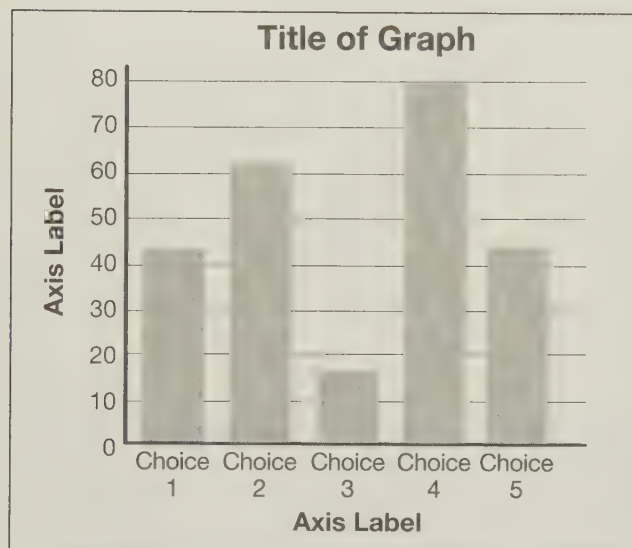
### Time Line


A time line shows the chronological order in which events occur. The amount of time that passes between each of the events is also shown. A time line can display dates associated with the events.



## Graphs

Bar graphs and picture/pictographs are frequently used as graphics. Students are required to use the information on the graph to answer questions, solve problems, make inferences, and draw conclusions.



 = 1 person

## Procedures

Procedures are written directions sharing how to perform specific tasks (e.g., throwing a boomerang, following a recipe, making a birdhouse).

### Steps for Making Batik

**Materials:** white cloth, wax, dye, brushes or stamps, large pots and tubs, tool for stirring and removal of cloth

**Step 1:** Melt the wax.

**Step 2:** Paint or stamp the wax on the cloth.

**Step 3:** Dye the cloth.

**Step 4:** Allow the wax to dry.

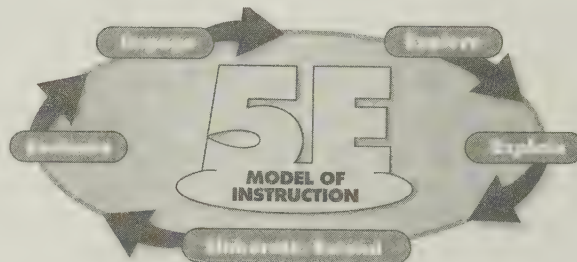
**Step 5:** Boil the cloth to remove the wax and reveal the designs.

**Step 6:** Spread the cloth to allow even drying.

**Step 7:** Repeat the steps to create more complex designs.

## The 5E Model of Instruction

*Motivation Reading™ Teacher Edition* provides a wealth of resources for teachers using the 5E Model of Instruction. The *Motivation Reading™ Teacher and Student Editions* help teachers plan effective lessons using each of the 5E components: Engage, Explore, Explain, Elaborate/Extend, and Evaluate. The 5Es provide a structured format to sequence learning experiences. This sequence favorably supports students as they derive meaning of a concept over a period of time. *Motivation Reading™* incorporates the 5Es in multiple ways. The different components of each reading unit may be used in more than one stage of the 5E model as suggested or the teacher may determine what best meets the needs of students.



### Engage

The purpose of the Engage component of the 5E Model is to create student interest in learning and to help students focus on the concept to be studied. Connections to prior knowledge and activities that motivate students to learn or to become mentally engaged are included in this component. The teacher edition of *Motivation Reading™* provides teachers with multiple ideas to engage learners. A Unit Instructional Plan is provided for each reading unit. The student expectations as identified by the TEKS are listed in each unit. The Unit Instructional Plans include listings of children's literature that may be used to engage students in cross-curricular connections. The teacher edition also includes children's literature that is skill-based and can be used to launch a lesson on an identified TEKS. Suggested instructional activities are provided for each focus standard, and the activities can be easily incorporated into the Engage component of the 5E Model. The teacher creates student anticipation by using strategies that make connections between prior and present learning experiences. The Building Background Knowledge section suggests activities such as virtual tours, read alouds, brainstorming sessions, and the use of graphic organizers. Critical thinking questioning stems are also included in the teacher edition and can be used to engage students and increase curiosity. Student responses demonstrate what students know or think about a topic or concept prior to the presentation of the unit selection.

### Explore

The focus of the Explore component of the 5E Model is to provide opportunities for students to work together to investigate or explore ideas and concepts and to analyze and interpret information. Exploration involves using concrete experiences and materials. The teacher facilitates learning by presenting an idea or concept and allowing the opportunity for students to explore. The activity might involve a skill associated with the reading selection, a read aloud that presents a conflict, or a problem situation similar to the one encountered by the character(s) in the unit selection. The teacher asks probing questions to redirect the exploration when necessary and to clarify understanding. Students may also ask questions of each other as they progress through the learning experience. The teacher edition of *Motivation Reading™* provides an array of cross-curricular literature that can be used to gather or share information related to the concept(s) taught within the reading selection. Suggested instructional activities are identified for each focus TEKS and these activities can be easily incorporated as learning experiences into the Explore component of the 5E Model. Questioning prompts in the teacher edition provide numerous suggestions to help the teacher ask probing questions that encourage students to explore ideas or concepts within a reading unit.



## Explain

The purpose of the Explain component of the 5E Model is to clarify learning. At this stage, both teacher and student explanations are important. During this stage, the teacher formally provides direct instruction and builds a common language to communicate the learning. The teacher uses prior experiences of students as a foundation to teach concepts. Students are encouraged to use their own words to explain concepts or vocabulary. Students use details or evidence to support ideas. The teacher asks clarifying questions to determine the levels of understanding so misunderstandings can be corrected in a timely manner. Questioning prompts are provided when soliciting verbal understandings from students. Teacher explanations, reading and discussions, student analyses and explanations, structured questioning, and thinking skills activities presented in small and/or whole group settings are learning experiences included in the Explain component of the 5E Model.

## Elaborate/Extend

The focus of the Elaborate/Extend component of the 5E Model is to provide an opportunity for students to apply or expand new knowledge and skills. The students connect the new learning to other content areas, apply the new learning to the everyday world, or practice the new learning in new contexts or situations. Students are encouraged to develop understanding, obtain additional information about related areas of interest, and improve skills. If students are unsuccessful in applying the concept, the Explore and Explain stages should be revisited. *Motivation Reading™* offers a variety of activities that extend reading concepts or content in the reading unit. Activities in this stage include reading additional books or articles, responding to real-world applications, researching related topics or participating in discussions. The student edition features a homework selection with questions aligned to the identified TEKS. The student edition also contains critical thinking prompts, creative thinking activities, and parent activities designed to stimulate higher levels of thought. Any or all of these components may be used for the application of the concept in new and different ways.

## Evaluate

The purpose of the Evaluate component of the 5E Model is to allow students and teachers to measure understanding of key concepts and skill development throughout the learning experience. At this stage, the teacher administers formative assessments to check for understanding and to determine the levels of students' knowledge and skills. Evaluation and assessment are utilized during the instructional process. Thus, it is important to note that the Evaluate component of the 5E Model may occur in all stages to continually gather evidence of student learning. These evidences of learning guide the teacher in redirection of the lesson to enhance understanding and to assist the teacher in future lesson planning. The *Motivation Reading™ Student Edition* offers multiple assessments in both selected-response and constructed-response formats. Students have multiple opportunities to practice, demonstrate progress, and achieve mastery of the TEKS. *Motivation Reading™* provides tools to record evidences of students' development, progress, and growth. A Chart Your Success grid is included in the student edition for students to take responsibility for monitoring their learning. In the teacher edition, the teacher may refer to the TEKS Frequency Chart to determine the standards assessed within the selected-response items. Teachers may use any of the suggested instructional activities, the critical thinking prompts, the assessment items, or the homework selections and questions as checks for understanding. In the teacher edition, suggested formative assessments and performance tasks can be used to assess student performance and/or understandings of concepts, skills, processes, and applications.

## **Scaffolding Instruction**

Students in today's classrooms possess wide ranges of abilities. Skill attainment varies among students. Scaffolding, or the provision of supports, is essential in addressing student learning needs. Scaffolding occurs when specialized instructional supports are employed to best facilitate learning when students are first introduced to concepts or skills. The scaffolding strategy is fundamental to effective instruction for all students and should not be confined to students with learning difficulties or to those whose primary language is not English.

When new concepts are introduced, teachers use scaffolding to give students the assistance required in the initial phases of instruction. Eventually, students are required to independently complete learning tasks without supports. Scaffolding supports motivation and provides contexts for students as they approach new learning. In order for learning to progress, scaffolds are gradually removed as instruction continues. The removal of scaffolding occurs when students can demonstrate the understanding of concepts or skills independently. Allowing students to take responsibility for their learning is a gradual process and not an immediate occurrence.

When students are presented complex reading texts, graphic organizers can be utilized to assist comprehension. Verbal scaffolding (e.g., prompts, cues, modeling) and procedural scaffolding (e.g., instruction in strategies to use, when and how strategies should be used) are essential. Other scaffolding strategies include the use of visuals, prior knowledge activation, demonstrations, discussions, and applications of the learning.

### **Cognitive Scaffolding Instructional Techniques**

- Organize complex steps into simple steps.
- Utilize graphic organizers to offer visual frameworks.
- Display examples of desired outcomes.
- Model thinking processes using the *Think Aloud* strategy.
- Offer verbal or print cues.
- Use mnemonic devices.
- Encourage students to make predictions about texts, investigations, or procedures.
- Allow students to share personal experiences related to the concepts or skills to be learned.
- Activate prior knowledge to establish familiar contexts for concepts and vocabulary.
- Pre-teach vocabulary.
- Allow students to work with partners or in small groups.
- Give short, concise directions and ask students to repeat or paraphrase instructions.

Scaffolding provides students with the needed structure to accomplish tasks that otherwise may not be completed. Teachers who provide scaffolds help bridge the gaps between current abilities of students and instructional goals for students. The purpose of scaffolding is to allow students to perform as self-directed, independent learners.



## Differentiated Instruction

Differentiated instruction is a process in which teachers change the pace, teaching style, and level of instruction in response to student differences. Student differences include readiness levels, interests, and learning preferences. The differentiated approach to teaching addresses student differences by offering fluid and flexible tiers of classroom instruction. It provides structure from which teachers plan, teach, assess, and manage instruction to challenge students at appropriate levels.

Differentiated instruction involves responsive teaching and scaffolding student learning rather than using a “one-size-fits-all” approach. Differentiation helps teachers respond to the needs and differences of all students (e.g., English language learners, gifted and talented learners, those with disabilities, and others who learn in different ways and at different rates). The four areas for differentiation include:

- Content (what students need to learn)
- Process (how students learn)
- Product (how students demonstrate learning)
- Learning environment (where students learn)

### **Role of the Teacher**

Students have varying abilities, talents, motivations, and interests. Meeting the needs of all learners is rarely accomplished with one type of lesson. Thus, challenges confront every classroom teacher. Although there will be times when teachers provide direct instruction, teachers should play the role of facilitator rather than that of information giver. The following suggestions might be considered for differentiating instruction.

- Be flexible with instructional group formats and allow students to move from groups depending on the task.
- Allow students to work as an entire class, in small groups, with partners, and as individuals. Sometimes students work on common tasks and at other times students complete tasks that lead to individual growth. Varying student groups offers multiple opportunities for students to experience different viewpoints and thought processes of classmates.
- Be observant and actively listen to discover anecdotal details relative to interests, readiness, and learning preferences of students.
- Plan learning experiences that respect diversity, accommodate learning preferences, and engage all students rather than only some students. Use graphic organizers, leveled task cards, game-formatted activities, direct questioning, and required questioning intertwined with student-selected questions.
- Activate higher-level thinking skills by designing tiered lessons and by using leveled questions.
- Use scaffolding to promote independency in learning.
- Select instructional strategies and multiple resources to address and to manage a wide range of reading levels and interests among students.
- Motivate students in order to emotionally engage them in the learning process.
- Use pre-assessments to determine student needs prior to the learning process. Plan pacing strategies that accelerate instruction and/or compact curriculum.



## Role of the Teacher (cont.)

- Employ ongoing formative assessment strategies to monitor students, to accommodate learning, and to help students self-monitor their progress.
- Incorporate formative assessment techniques before, during, and after reading to determine progress, to identify reading gaps, and to make informed decisions for adjusting instruction.
- Use summative assessments to reflect on outcomes, to guide instruction, and to provide feedback to students. Such assessments define the position of learners in relation to learning goals.
- Provide a variety of choices or product options for students to demonstrate learning.
- Establish a challenging, active, choice-filled environment that engages all students.

## Using Differentiation in Reading

Learning contracts allow teachers to identify targeted skills and allow students to choose other elements of assignments. Students may choose topics for research associated with the targeted skills. Students may also select how to demonstrate the learned knowledge to the class or a small group.

Interest centers may be established with a focus on specific skills, themes, or interests. Older students may prefer opportunities to form groups with peers who share the same interests. Literacy circles may be formed for students who wish to analyze the same literary or informational texts.

The compacting strategy is employed to allow students who have mastered skills to progress to instruction that better meets their academic needs. This strategy provides students additional time to learn new skills individually or with partners.

Tiered assignments stagger skill complexity, yet develop the same skills for all students. Tiered lessons create different levels of challenge as expressed by the following examples.

- Tier 1** Use story maps to identify titles, characters, and plot events of literary texts.
- Tier 2** Use story maps to record brainstormed details that extend elements of stories.
- Tier 3** Rewrite stories from the main character's point of view.
- Tier 1** Write descriptions of main characters' behaviors in reading journals.
- Tier 2** Illustrate changes in characters that occur at the conclusion of stories.
- Tier 3** Discuss how changes lead to conflicts in stories.

Tiered or leveled questions or prompts also enrich or advance students through content. The tiered system allows students to engage with content in more complex ways.

- Tier 1** Describe obvious messages the media uses in advertisements.
- Tier 2** What hidden messages are found in advertisements? Support your thinking.
- Tier 3** What do you think consumers might do after viewing the advertisements? Support your thinking.
- Tier 1** Recall main events in stories.
- Tier 2** Predict the future actions of the main characters.
- Tier 3** Elaborate on patterns of selections. Predict what might happen in the future.

## Forms and Functions of Text

Different forms and functions of texts exist. Readers must recognize that authors organize information in specific ways to accomplish specific purposes. Readers must be taught to think critically as they read information in different types of writing. Understanding different types of texts and the functions of each helps students become better readers, find purposes of reading selections, and determine the differences between the types of selections.

### Instructional Activities

#### Journal entry

A journal entry is a record of something that has happened or an expression of feelings or thoughts by the author. Entries are usually arranged by date and can be recorded daily, weekly, or at random times.

#### E-mail

An e-mail is a message sent electronically from one person to another.

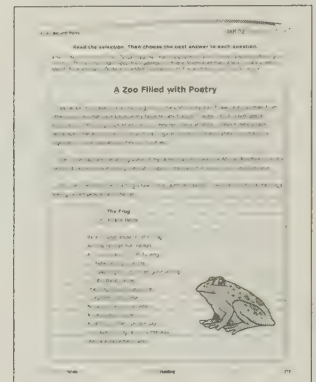
#### Brochure

A brochure is a written booklet that contains descriptive information about a topic. A brochure has a title and often uses headings and bullets to organize the information.

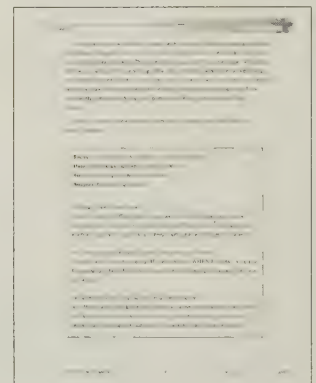
#### Newspaper Article

A newspaper article provides information about events in a city, in a state, or around the world. A newspaper has a name and contains articles with titles or headlines. The articles are written to entertain, to inform, or to persuade.

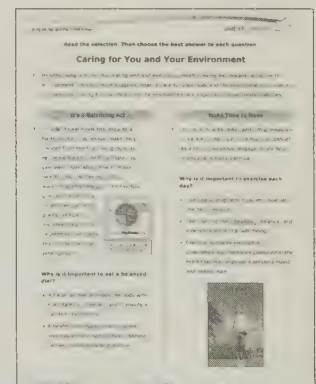
#### Journal Entry



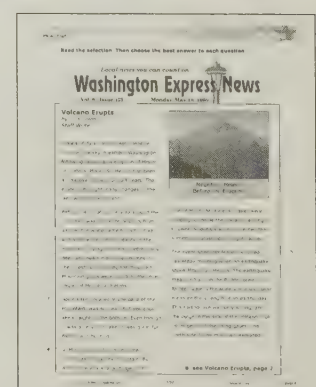
#### E-mail



#### Brochure



#### Newspaper Article



## Magazine and Web-based Articles

Articles may be found in magazines or online. These articles have titles and provide information about topics or events. Magazine and web-based articles are written to entertain, to inform, or to persuade the reader.

## Chart

A chart is a graphic representation of data or information.

## Sign

A sign may post an event, show something important, display rules, or provide a warning.

## Map

A map is a visual representation that displays geographic information.

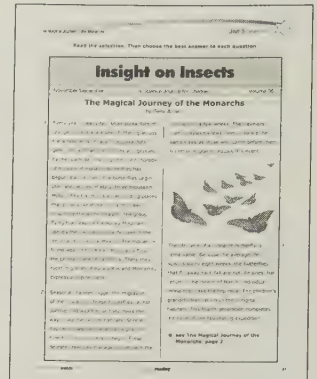
## Letter

There are two types of letters – business and friendly. A business letter is written to communicate for business purposes using formal English. A friendly letter is written using informal English when the addressee is a friend, relative, or pen pal.

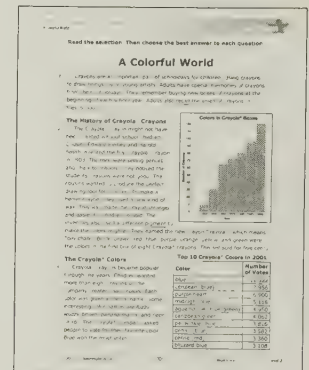
## Procedures

Procedures are written directions that explain how to perform specific tasks.

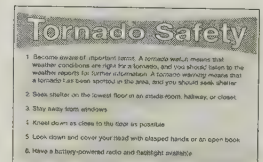
### Magazine Article



### Chart



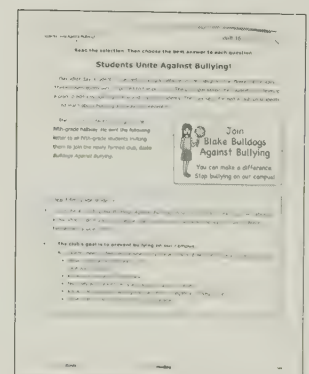
### Sign



### Map



### Letter



## Procedures

Unit 6 Homework

Name \_\_\_\_\_

The Helping Hands of Our Community

A search engine is a guide on the Internet used to explore millions of websites and locate information about topics.

Imagine you want a dog. Follow these steps to search for information about choosing the best dog for you.

1. Brainstorm key words and phrases: *pets, dogs, breeds, families, friendly, size, care*
2. Choose the best search words: *dogs, families*
3. Type the best search words with quotation marks in the search box: *"best dogs for families"*
4. Click the "Search" button.
5. Click on the underlined words.

SEARCH ENGINE

"best dogs for families"

Search

Categories: Pets & Dogs > Breeds & Families

Top 10 Dogs for Families

www.foxnews.com/dogs/families

...best dogs chosen by families are listed on this site...

The Number One Dog for Busy Families

www.familyquestions.com/dogs/families

...chosen as the easiest dog to care for when families have busy schedules...

Here's Pick for Best Family Dog

www.veterinarian.com/dogs/best/family

dogs chosen as best with children



## Blog

A blog is an interactive web journal or diary in which the contents (e.g., experiences, observations, opinions) are posted online and are viewed by others.

## Textbook

A textbook is written to support the instruction of a specified content area.

## Scientific Observation

A scientific observation is a record of watching or noting for a scientific purpose.

## Scientific Investigation

A scientific investigation is an inquiry intended to gain or study scientific information.

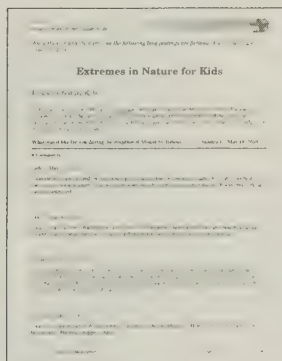
## Interview

An interview is a written version of a conversation for the purpose of gathering information.

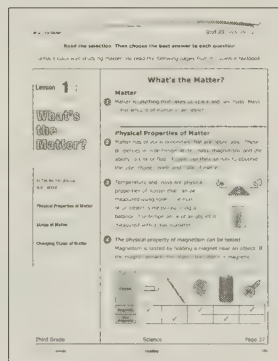
## Website

A website is a location on the Internet sponsored by an individual or organization that provides information or resources.

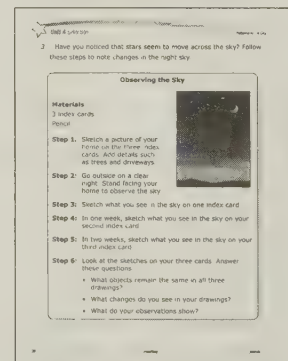
Blog



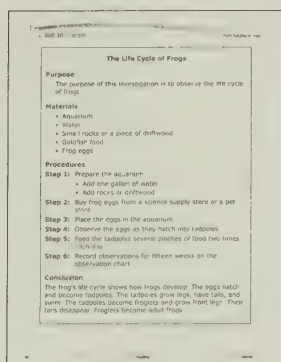
Textbook



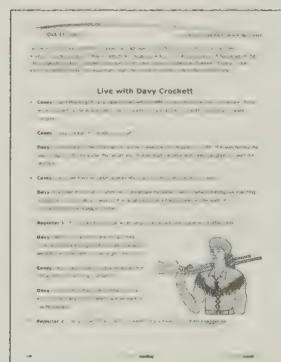
Scientific Observation



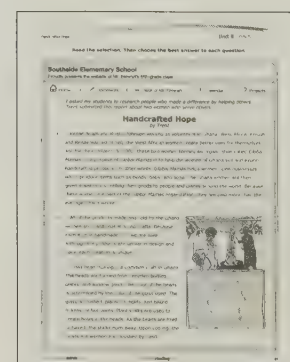
Scientific Investigation



Interview



Website



## Genres

A genre is a type or class of written text. Genre categories are distinguished based on forms, techniques, or content of texts. The Texas Essential Knowledge and Skills address two categories of genres: Literary and Informational.

Literary Text	Informational Text
Fiction (includes stories, mysteries, adventure stories, realistic fiction, historical fiction, traditional literature, classical literature, myths)	Expository (includes news articles, research reports, trade articles, textbook articles, historical texts, scientific texts, technical texts)
Poetry (includes free verse, narrative, lyric, humorous, patterned)	Procedural (includes recipes, schedules, directions)
Drama	Persuasive (includes speeches, essays, proposals)
Media Literacy Embedded in Fiction or Literary Text	Media Literacy Embedded in Informational Text
Literary Nonfiction (includes biographies, memoirs, journals, speeches)	

### General structural differences

**Literary texts** are characterized by key, coherent elements of theme, character, setting, and plot events which include problems and solutions. These texts also employ literary devices such as figurative language and imagery. Often these texts are accompanied by illustrations or photographs that support the reader's understanding of texts but are not critical to its comprehension.

**Informational texts** are characterized by factual information about specific topics and often contain graphic features such as maps, graphs, tables, and charts that aid the reader's comprehension of the information. Informational texts are organized using the following specified structures.

**Description** – ideas include attributes and specifics that explain topics

**Sequence** – ideas presented in sequential order or time frames

**Cause-and-effect** – ideas presented based on causal relationships between ideas

**Classification schemes** – ideas categorized by types or groups

**Compare-and-contrast** – ideas organized based on similarities and differences

**Problem-and-solution** – ideas presented with problems, answers or possible answers that address the problems

### Purposes for which texts are read

Literary texts are often read for enjoyment or to gain new perspectives on the human condition. These texts are typically read from beginning to end.

Informational texts are often read to gain factual information on given topics. These texts are sometimes read in random order according to the informational needs of readers.

The nature of the text affects the comprehension of the reader because literary and informational texts must be read, comprehended, and analyzed in different ways.

## Literary Texts

**Fiction/Story** – a genre of writing based on imagination and not necessarily on facts

**Story/Realistic fiction** – imaginative writing using real people or animals with actual settings, events, and problems that may happen in real life

**Historical fiction** – imaginative writing that takes place during specific time periods in the past; often the setting is real but the characters are created based on real people and actual events; elements within the story are true to the time periods

**Mystery** – a literary selection with a plot that includes events that are puzzling until the conclusion

**Adventure story** – a story that recounts an unusual or an exciting experience

**Classical Literature** – widely known and enduring writings of such quality that they are able to stand the test of time; writings of value and outstanding qualities that shape the literature that follows

**Traditional Literature** – literature that is passed from generations

**Folktale** – a story passed orally from generations by the people of a country or a region

**Legend** – a story about folk heroes or heroines that may be based on actual people; often the actions of the characters are changed to make the story more interesting or to teach a lesson

**Fable** – a story in which animals are given human characteristics; often a lesson or moral is presented through the actions of characters

**Fairy Tale** – a fanciful story about fairies, magical creatures, or legendary deeds

**Tall Tale** – an exaggerated story; includes larger-than-life characters that solve problems in unusual ways

**Myth** – a story passed from generations that attempts to explain events in nature, beliefs, or why people act as they do

**Poetry** – a composition written in verse that often uses rhythm and/or rhyme

**Free verse poem** – a poem that has rhymed or unrhymed lines with no set metrical pattern

**Narrative poem** – a poem that tells a story using the literary devices of theme, plot, setting, and character

**Lyric poem** – a short poem in which the author expresses feelings and emotions

**Humorous poem** – a poem with witty or silly subjects intended to elicit laughter or enjoyment

**Patterned poem** – a poem that follows a specific pattern of lines, words for each line, or syllables for each line

**Drama** – a written work that shares a story through action or speech and is intended to be performed

**Media Literacy Embedded in Literary Fiction** – writing based on the author's imagination that includes media as an integral part of text to show how words, images, graphics, and/or sounds work together in various forms to impact meaning



**Literary Nonfiction** – writing which employs literary techniques to report on actual persons, places, or events

**Biography** – an account of a person's life written by another person

**Autobiography** – an account of a person's life written by that person

**Memoir/Journal** – an account written based on personal knowledge or experiences

**Speech** – a written record of an oration

## Informational Texts

**Expository** – text that provides explanations, facts, and verifiable information about a topic; the presentation of information is straightforward, ordered, and organized; often uses explanations, examples, and definitions

**Procedural** – text that conveys information in the form of directions or steps to follow to accomplish a task; provides discrete procedures to be performed in a specific order to complete the process or to achieve the goal

**Persuasive** – text written to convince the reader to accept a certain belief or idea; the author expresses a personal perspective or a position and provides supporting ideas or evidence; the author must establish credibility or authority in order to successfully persuade

**Media Literacy Embedded in Informational Text** – informational text that includes media as an integral part of the text to show how words, images, graphics, or sounds work together in various forms to impact meaning

**Historical Text** – a selection containing information based on history; text written based on accurate and true historical information; writing that has historical value; contains domain-specific vocabulary related to the discipline; employs sequential structures and text features (e.g., maps, charts, photographs, captions)

**Primary account** – an account written based on the experiences of a person who witnessed the event, situation, or time period; original materials

**Secondary account** – an account written based on the generalization, analysis, synthesis, interpretation, or evaluation of the original information

**Scientific Text** – text that is factual and information-oriented; written based on the components of a system and their relationships, the events and processes that occur during the working of the system, and the uses of the system; employs logical structures and text features (e.g., diagrams, charts, labels, graphs) to communicate meaning; contains domain-specific vocabulary related to the discipline

**Technical Text** – text that relates to a specialized subject or field; contains little or no figurative language; written to provide information about a specialized topic or to provide instructions about how to do something; contains text features (e.g., charts, diagrams, graphs, screen shots) to communicate meaning



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## Teacher Resources

**Texas Essential Knowledge and Skills (TEKS) organized by STAAR  
Reporting Categories: Readiness and Supporting Standards**

**English Language Proficiency Standards (ELPS)**

**TEKS Frequency Chart**

**Skill-Based Literature**

**Chart Your Success**

**Glossary**

**Parent Letter (English/Spanish)**





## STAAR Reporting Categories: Readiness and Supporting Standards

The State of Texas Assessments of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). The TEKS are standards designed to prepare students to succeed in college and careers and to compete globally. The TEKS for reading include Figure 19, a chart of Reading/Comprehension Skills. These skills are a critical part of the English/Language Arts and Reading standards. The Reading STAAR will test student knowledge and skills in a deeper way by placing a greater emphasis on critical analysis rather than on literal understanding.

The Reading STAAR requirements are organized in three Reporting Categories. These Reporting Categories contain sets of knowledge and skills drawn from the TEKS that are eligible to be assessed by STAAR. Within each Reporting Category, TEKS are identified as Readiness or Supporting Standards. Readiness Standards are those that are essential for success in the current grade level, are important for preparedness for the next grade, support college and career readiness, necessitate in-depth instruction, and address broad and deep ideas. Supporting Standards are those that may be introduced or reinforced in the current grade, may be emphasized in a previous or subsequent year, play a role in preparing students for the next grade level, and address more narrowly defined ideas.

### Grade 4 Reporting Categories

Readiness	Supporting	Embedded	Ineligible
Fiction	Literary Nonfiction	Media Literacy Embedded in Literary Texts	Persuasive
Expository	Poetry	Procedural	
	Drama	Media Literacy Embedded in Informational Texts	

### Reporting Category 1: Understanding and Analysis Across Genres

*The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.*

Readiness Standards: 4.2(A), 4.2(B), 4.2(E), Figure 19(F), [4.19(F)]

Supporting Standards: 4.7(A)

**4.2 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

Readiness Standards	Supporting Standards
4.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	
4.2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	
4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	

**4.7 Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
	4.7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

**Figure 19 Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Readiness Standards	Supporting Standards
Figure 19(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	

## Reporting Category 2: Understanding and Analysis of Literary Texts

*The student will demonstrate an ability to understand and analyze literary texts.*

Readiness Standards: 4.6(A), 4.6(B), Figure 19(D) (Fiction), Figure 19(E) (Fiction)

Supporting Standards: 4.3(A), 4.3(B), 4.4(A), 4.5(A), 4.6(C), 4.8(A), 4.14, Figure 19(D) (Literary Nonfiction, Poetry, Drama), Figure 19(E) (Literary Nonfiction, Poetry, Drama)

**4.3 Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
	4.3(A) summarize and explain the lesson or message of a work of fiction as its theme;
	4.3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

**4.4 Reading/Comprehension of Literary Text/ Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
	4.4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).



**4.5 Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
	4.5(A) describe the structural elements particular to dramatic literature.

**4.6 Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
4.6(A) sequence and summarize the plot's main events and explain their influence on future events;	4.6(C) identify whether the narrator or speaker of a story is first or third person.
4.6(B) describe the interaction of characters including their relationships and the changes they undergo;	

**4.8 Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
	4.8(A) identify the author's use of similes and metaphors to produce imagery.

**4.14 Reading/Media Literacy (Literary).** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Readiness Standards	Supporting Standards
	4.14 Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

**Figure 19 Reading/Comprehension Skills (Literary).** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Readiness Standards	Supporting Standards
Figure 19(D) make inferences about text and use textual evidence to support understanding; (Fiction)	Figure 19(D) make inferences about text and use textual evidence to support understanding; (Literary Nonfiction, Poetry, Drama)
Figure 19(E) summarize information in text, maintaining meaning and logical order. (Fiction)	Figure 19(E) summarize information in text, maintaining meaning and logical order. (Literary Nonfiction, Poetry, Drama)

### Reporting Category 3: Understanding and Analysis of Informational Texts

*The student will demonstrate an ability to understand and analyze informational texts.*

Readiness Standards: 4.10, 4.11(A), 4.11(C), 4.11(D), Figure 19(D), Figure 19(E)

Supporting Standards: 4.11(B), 4.13(A), 4.13(B), 4.14(A)

**4.10 Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Readiness Standards	Supporting Standards
4.10 Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	

**4.11 Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

Readiness Standards	Supporting Standards
4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning;	4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact;
4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;	
4.11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	

**4.13 Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:

Readiness Standards	Supporting Standards
	4.13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);
	4.13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).

**4.14 Reading/Media Literacy (Informational).** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Readiness Standards	Supporting Standards
	4.14 Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

**Figure 19 Reading/Comprehension Skills (Informational).** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Readiness Standards	Supporting Standards
Figure 19(D) make inferences about text and use textual evidence to support understanding;	
Figure 19(E) summarize information in text, maintaining meaning and logical order.	

Taken from <http://www.tea.state.tx.us/student.assessment/staar/ac>



## STAAR Grade 4 Reading Blueprint

Reporting Categories	Number of Standards		Number of Questions	
<b>Reporting Category 1: Understanding and Analysis Across Genres</b>	Readiness Standards	4	<b>10</b>	
	Supporting Standards	1		
	Total	5		
<b>Reporting Category 2: Understanding and Analysis of Literary Texts</b>	Readiness Standards	4	<b>18</b>	
	Supporting Standards	9		
	Total	13		
<b>Reporting Category 3: Understanding and Analysis of Informational Texts</b>	Readiness Standards	5	<b>16</b>	
	Supporting Standards	4		
	Total	9		
<b>Readiness Standards</b>	<b>Total Number of Standards</b>	<b>13</b>	<b>60%–70%</b>	<b>26–31</b>
<b>Supporting Standards</b>	<b>Total Number of Standards</b>	<b>14</b>	<b>30%–40%</b>	<b>13–18</b>
<b>Total Number of Questions on Test</b>			<b>44</b>	

Taken from <http://www.tea.state.tx.us/student.assessment/staar/blueprints>

## English Language Proficiency Standards (ELPS)

The English Language Proficiency Standards (ELPS) became effective December 2007. These standards describe the instruction that school districts need to provide English language learners so they will successfully master both content area knowledge and academic language. The ELPS are to be integrated into each subject of the required curriculum. Because of this integration requirement, section (c) is included as it applies directly to classroom instruction. Unit assessment questions and instructional activities are coded with the ELPS.

The codes are expressed as follows: **(c) 4.A**

- (c) refers to Section (c) of the ELPS – the knowledge and skills statement which describes the intention of the student expectations included in this section.
- The numeral refers to the cross-curricular student expectations which are organized in five categories for second language acquisition:
  - 1 – learning strategies
  - 2 – listening
  - 3 – speaking
  - 4 – reading
  - 5 – writing.
- The upper case letter refers to the specific student expectation which can be used for curriculum frameworks, creating and documenting lesson plans, and writing language objectives for English learners.

As the ELPS are integrated into classroom instruction for all students, consider the following steps:

1. Assess students in order to identify individual proficiency levels.
2. Determine effective linguistic accommodations and strategies in order to differentiate instruction.
3. Create a classroom environment rich in oral and written language by teaching students language development strategies, by modeling and expecting the use of complete sentences, by involving all students in discussion and responses, by allowing students to self-monitor comprehension, by employing meaningful visuals, by promoting vocabulary development, by providing structured reading activities, by modeling conversational and writing strategies, by expecting students to write, speak, listen, read, and think in every learning activity.
4. Integrate the cross curricular expectations as stated below from Section (c) as you plan instruction and prepare lessons that target the development of both academic language and content development.

### **Sections of the ELPS:**

Section (a) addresses the introduction to the English Language Proficiency Standards and provides summaries of the remaining three sections.

Section (b) outlines district responsibilities discussed in the ELPS.

Section (c) addresses the cross-curricular expectations to help educators integrate the ELPS into content area instruction.

Section (d) contains tools and resources for planning instruction based on students' language proficiency levels.

**Section (c)**

**(c) 1.** Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- A. use prior knowledge and experiences to understanding meanings in English;
- B. monitor oral and written language production and employ self-corrective techniques or other resources;
- C. use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- D. speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
- E. internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
- F. use accessible language and learn new and essential language in the process;
- G. demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
- H. develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

**(c) 2.** Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- A. distinguish sounds and intonation patterns of English with increasing ease;
- B. recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- C. learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
- D. monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- E. use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;



- F. listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- G. understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- H. understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
- I. demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

**(c) 3.** Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, and advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- A. practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
- B. expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
- C. speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
- D. speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
- E. share information in cooperative learning interactions;
- F. ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
- G. express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
- H. narrate, describe, and explain with increasing specificity and detail as more English is acquired;
- I. adapt spoken language appropriately for formal and informal purposes; and
- J. respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

**(c) 4.** Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

- A. learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
- B. recognize directionality of English reading such as left to right and top to bottom;
- C. develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
- D. use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
- E. read linguistically accommodated content area materials with a decreasing need for linguistic accommodations as more English is learned;
- F. use visual and contextual support and support from peers and teachers to read grade-level appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
- G. demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area needs;
- H. read silently with increasing ease and comprehension for longer periods;
- I. demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
- J. demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
- K. demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.



**(c) 5.** Cross-curricular language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- A. learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- B. write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- C. spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- D. edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- E. employ increasingly complex grammatical structure in content area writing commensurate with grade-level expectations, such as:
  - (i) using correct verbs, tenses, and pronouns/antecedents;
  - (ii) using possessive case (apostrophe s correctly); and
  - (iii) using negatives and contractions correctly;
- F. write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- G. narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Section (c) taken from <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>



# TEKS Frequency Chart

## Level 4 TEKS and Reporting Categories

Note: The numbers on the chart reflect the TEKS addressed by the unit selection and the homework selection selected-response assessment items. Circled numbers denote Figure 19(D) and Figure 19(E) items and are not included in the total items for the units.

		The Turquoise Ring	Get Media Smart	Yes, I Can!	A Booming Impact	The Lost and Found Dog
<b>Reporting Category 1- Readiness</b>	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	2	3	3	2	3
4.2(A)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;					
4.2(B)	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	2	3	2	1	2
4.2(E)	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.			1	1	1
Figure 19(F) [4.19(F)]	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.					
<b>Reporting Category 1- Supporting</b>	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.			7	3	
4.7/4.7(A)	identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.			7	3	
<b>Reporting Category 2- Readiness</b>	The student will demonstrate an ability to understand and analyze literary texts.					7
4.6/4.6(A)	sequence and summarize the plot's main events and explain their influence on future events;					4
4.6(B)	describe the interaction of characters including their relationships and the changes they undergo;					3
Figure 19(D) (Fiction)	make inferences about text and use textual evidence to support understanding;					②
Figure 19(E) (Fiction)	summarize information in text, maintaining meaning and logical order.					①
<b>Reporting Category 2- Supporting</b>	The student will demonstrate an ability to understand and analyze literary texts.	9		2		3
4.3(A)	summarize and explain the lesson or message of a work of fiction as its theme;	1				1
4.3(B)	compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.					
4.4/4.4(A)	explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).					
4.5/4.5(A)	describe the structural elements particular to dramatic literature.	6				

Earth's Water	The Search for a King/ The Gift	Indians of Texas: Past and Present	It Takes Two	The Power of the Moon/No Green Cheese	Dad Makes a Splash	Spun Sugar	Stand Tall, David Crockett/ Live with Davy Crockett	Electromagnets at Work/ Traveling by Maglevs	Stephen F. Austin: The Father of Texas	Calling All Ducks/ The Special Calling	The Two Best Times of the Year	The Railways of Texas Progress	A Dipper of Water	A Turning Point for Texas/ Sam Houston: A Texas Hero	Mapping the Weather	A Zoo Filled with Poetry	Earth's Natural Resources/ Nature's Gift of Trees	Polar Bears on Ice	The Heart of Texas Wildflowers/ The Legend of the Bluebonnet	Totals
2	2	2	3	5	3	2	5	4	7	7	2	2	2	6	3	2		3	4	79
2								2	1			1		2	1	1		1		11
	2	1	2	1	2	2	3	2	1	3	2	1	2		1	1		2	1	39
			1		1		1		1						1					8
		1		4			1		4	4				4					3	21
							6		5					3						24
							6		5					3						24
	6	1	4	5	4		5			3	5		7		1				2	50
	1		3	2	2		2			2	2		5						1	24
	5	1	1	3	2		3			1	3		2		1				1	26
	(2)		(1)		(2)		(1)			(1)	(2)		(1)							(12)
			(1)	(2)	(1)															(5)
	8	1	6	2	6		1		2	2	4		4			10			3	63
	2	1	1		1						1		2							10
	2																			2
					3				1							9				13
																				6



# TEKS Frequency Chart

## Level 4 TEKS and Reporting Categories

Note: The numbers on the chart reflect the TEKS addressed by the unit selection and the homework selection selected-response assessment items. Circled numbers denote Figure 19(D) and Figure 19(E) items and are not included in the total items for the units.

		The Turquoise Ring	Get Media Smart	Yes, I Can!	A Booming Impact	The Lost and Found Dog
<b>4.6(C)</b>	identify whether the narrator or speaker of a story is first or third person.					1
<b>4.8/4.8(A)</b>	identify the author's use of similes and metaphors to produce imagery.	1		1		1
<b>4.14 (Literary)</b>	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	1		1		
<b>Figure 19(D) (Literary Nonfiction, Poetry, Drama)</b>	make inferences about text and use textual evidence to support understanding;	③		④		
<b>Figure 19(E) (Literary Nonfiction, Poetry, Drama)</b>	summarize information in text, maintaining meaning and logical order.	①		①		
<b>Reporting Category 3- Readiness</b>	The student will demonstrate an ability to understand and analyze informational texts.	2	8	2	8	
<b>4.10/4.10(A)</b>	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.				1	
<b>4.11/4.11A</b>	summarize the main idea and supporting details in text in ways that maintain meaning;	1	3	2	3	
<b>4.11(C)</b>	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;	1	2		3	
<b>4.11(D)</b>	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.		3		1	
<b>Figure 19(D) (Expository)</b>	make inferences about text and use textual evidence to support understanding;					
<b>Figure 19(E) (Expository)</b>	summarize information in text, maintaining meaning and logical order.					
<b>Reporting Category 3- Supporting</b>	The student will demonstrate an ability to understand and analyze informational texts.		2		3	2
<b>4.11(B)</b>	distinguish fact from opinion in a text and explain how to verify what is a fact;				1	
<b>4.13/4.13(A)</b>	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);					
<b>4.13(B)</b>	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).					2
<b>4.14 (Informational)</b>	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.		2		2	
<b>Total Questions</b>		13	13	14	16	15



Earth's Water	The Search for a King/ The Gift	Indians of Texas: Past and Present	It Takes Two	The Power of the Moon/No Green Cheese	Dad Makes a Splash	Spun Sugar	Stand Tall, David Crockett/ Live with Davy Crockett	Electromagnets at Work/ Traveling by Maglevs	Stephen F. Austin: The Father of Texas	Calling All Ducks/ The Special Calling	The Two Best Times of the Year	The Railways of Texas Progress	A Dipper of Water	A Turning Point for Texas/ Sam Houston: A Texas Hero	Mapping the Weather	A Zoo Filled with Poetry	Earth's Natural Resources/ Nature's Gift of Trees	Polar Bears on Ice	The Heart of Texas Wildflowers/ The Legend of the Bluebonnet	Totals
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	1		1	1	1					1	1		1							8
	1		1	1	1		1				1							2		11
	2		3						1	1	1		1			1			1	13
																				(7)
																				(2)
11	3	8	2	4	2	5	1	12	1	5	2	9		7	10	2	11	9	7	131
1				1				1		1				1	1		1			8
4	3	4	2	1	2	3	1	6	1	3	2	4		4	2	2	5	7	2	67
4		3		1		2		3		1		5		2	2		1	2	2	34
2		1		1				2							5		4		3	22
	(2)					(4)		(2)				(1)		(2)	(3)			(1)		(15)
(1)		(1)							(1)			(1)		(1)			(1)	(1)		(7)
2		3		1		7		1		2		4		3	1		7	3	1	42
1		1		1				1		1		2		2			1	2	1	14
						5											3			8
						2											3			7
1		2								1		2		1	1			1		13
15	19	15	15	17	15	14	18	17	15	19	13	15	13	19	15	14	18	15	17	389

## **Skill-Based Literature**

### **Context Clues**

*Popcorn Poems* – James Stevenson

*Zoomrimes: Poems About Things That Go* – Sylvia Cassedy

*Good Rhymes, Good Times* – Lee Bennett Hopkins

*The Sky is Always in the Sky* – Karla Kuskin

*Alpha Beta Chowder* – Jeanne Steig

### **Supporting Details**

*What's It Like to Be a Fish?* – Wendy Pfeffer

*Sponges Are Skeletons* – Barbara Juster Esbensen

*A Safe Home for Manatees* – Priscilla Belz Jenkins

### **Theme/Message**

*The Important Book* – Margaret Wise Brown

*The Great Kapok Tree: A Tale of the Amazon Rain Forest* – Lynne Cherry

*The Keeping Quilt* – Patricia Polacco

*Miss Rumphius* – Barbara Cooney

*Mufaro's Beautiful Daughters: An American Tale* – John Steptoe

*The Reason for a Flower* – Ruth Heller

*Stellaluna* – Janell Cannon

*Heart to Heart* – George Shannon

*How Chipmunk Got Tiny Feet: Native American Animal Origin Stories* – Gerald Hausman

### **Retelling a Story**

*Fireflies!* – Julie Brinckloe

*The Hickory Chair* – Lisa Rowe Fraustino

*Ira Sleeps Over* – Bernard Waber

*Owl Babies* – Martin Waddell

*The Sick Day* – Patricia MacLachlan

*When Jessie Came Across the Sea* – Amy Hest

## Chronology

*Night City* – Monica Wellington  
*The Grouchy Ladybug* – Eric Carle  
*Night at the Fair* – Donald Crews  
*The Night the Scary Beasties Popped Out of My Head* – Daniel Kamish and David Kamish  
*Zoom* – Istvan Banyai  
*If You Give a Mouse a Cookie* – Laura Numeroff  
*There Was an Old Lady Who Swallowed a Shell!* – Lucille Colandro  
*This is the House That Jack Built* – Simms Taback  
*Hot-Air Henry* – Mary Calhoun  
*The Mitten* – Jan Brett  
*The Hat* – Jan Brett  
*Ox-Cart Man* – Donald Hall  
*A Teeny Tiny Baby* – Amy Schwartz  
*Jake Baked the Cake* – B.G. Hennessy  
*The Cake That Mack Ate* – Rose Robart  
*Pizza Soup* – Fay Robinson  
*Milk from Cow to Carton* – Alike  
*Lights! Camera! Action! How a Movie is Made* – Gail Gibbons  
*The Amazing Life of Benjamin Franklin* – James Cross Giblin  
*Ice Cream* – William Jaspersohn  
*Sugaring Time* – Kathryn Lasky  
*The Buck Stops Here: The Presidents of the United States* – Alice Provensen  
*How We Crossed the West: The Adventures of Lewis and Clark* – Rosalyn Schanzer  
*Castle* – David Macaulay

## Summary

*The Golly Sisters Ride Again* – Betsy Byars  
*The Seven Treasure Hunts* – Betsy Byars  
*The Animal Rescue Club* – John Himmelman  
*Staying Nine* – Pam Conrad  
*Best Enemies Forever* – Kathleen Leverich  
*Beauty and the Beast* – Jan Brett  
*The Blues of Flats Brown* – Walter Dean Myers  
*Alexander, Who Used to Be Rich Last Sunday* – Judith Viorst  
*Big Al* – Andrew Clements  
*The Cowboy and the Black Eyed-Pea* – Tony Johnston



**Summary (cont.)**

*The Golden Sandal: A Middle Eastern Cinderella Story* – Rebecca Hickox  
*Raising Dragons* – Jerdine Nolen  
*Stellaluna* – Janell Cannon  
*Animals Nobody Loves* – Seymour Simon  
*The Life Cycle of a Tree* – Bobbie Kalman  
*Beaks!* – Sneed B. Collard III  
*Endangered Elephants* – Bobbie Kalman  
*Hello, Fish! Visiting the Coral Reef* – Sylvia A. Earle  
*Great Black Heroes: Five Notable Inventors* – Wade Hudson  
*Big Cats* – Dorothy Hinshaw Patent  
*The Village That Vanished* – Ann Grifalconi  
*Weather* – Seymour Simon  
*America Votes: How our President is Elected* – Linda Granfield  
*Broken Bones* – Dr. Alvin Silverstein, Laura Silverstein Nunn, and Virginia B. Silverstein  
*Brothers in Hope: The Story of the Lost Boys of Sudan* – Mary Williams

**Figurative Language**

*The King Who Rained* – Fred Gwynne  
*A Chocolate Moose for Dinner* – Fred Gwynne  
*Staying Nine* – Pam Conrad  
*Fig Pudding* – Ralph Fletcher  
*My Life as a Fifth-Grade Comedian* – Elizabeth Levy  
*The Very Busy Spider* – Eric Carle  
*The Z Was Zapped* – Chris Van Allsburg  
*The Five Sisters* – Margaret Mahy  
*Four Famished Foxes and Fosdyke* – Pamela Duncan Edwards  
*Some Smug Slug* – Pamela Duncan Edwards  
*A, My Name is Alice* – Jane Bayer  
*Alpha Beta Chowder* – Jeanne Steig  
*The Squiggle* – Carole Lexa Schaefer  
*“Buzz, Buzz, Buzz,” Went Bumblebee* – Colin West  
*Mad as a Wet Hen! And Other Funny Idioms* – Marvin Terban  
*Put Your Foot in Your Mouth and Other Silly Sayings* – James A. Cox  
*As Silly as Knees, As Busy as Bees: An Astounding Assortment of Similes* – Norton Juster  
*Falser Than a Weeping Crocodile and Other Similes* – Elyse Sommer and Mike Sommer

## **Story Plot/Conflict/Problem/Solution (Literary)**

*Fudge* – Charlotte Towner Graeber

*The Trouble with Tuck* – Theodore Taylor

*Keeping Barney* – Jessie Haas

*The Snoops* – Miriam Moss

*The Doorbell Rang* – Pat Hutchins

*A Dozen Dogs* – Harriet Ziefert

*A Case for Jenny Archer* – Ellen Conford

*The Chocolate-Covered-Cookie Tantrum* – Deborah Blumenthal

*James in the House of Aunt Prudence* – Timothy Bush

*The Night the Scary Beasties Popped out of My Head* – Daniel Kamish and David Kamish

*Private I. Guana: The Case of the Missing Chameleon* – Nina Laden

*A Fair Bear Share* – Stuart J. Murphy

## **Problem/Solution (Informational)**

*Daily Life in a Covered Wagon* – Paul Erickson

*If You Traveled on the Underground Railroad* – Ellen Levine

*The Dinosaur is the Biggest Animal that Ever Lived: And Other Wrong Ideas You Thought Were True* – Seymour Simon

*How We Learned the Earth is Round* – Patricia Lauber

*Cars and How They Go* – Joanna Cole

## **Inference**

*How Many Days to America?: A Thanksgiving Story* – Eve Bunting

*See the Ocean* – Estelle Condra

*Honest Abe* – Edith Kunhardt

*Why Do Leaves Change Color* – Betsy Maestro

*Beekeepers* – Linda Oatman High

*The Memory Coat* – Elvira Woodruff

*Suddenly!* – Colin McNaughton

*The Five Chinese Brothers* – Claire Huchet Bishop

*The Gardener* – Sarah Stewart

*Regarding the Fountain* – Kate Klise

**Inference (cont.)**

*Zoom* – Istvan Banyai

*Teammates* – Peter Golenbock

*More Than Anything Else* – Marie Bradby

*Old Bag of Bones: A Coyote Tale* – Janet Stevens

*Scaredy Squirrel* – Melanie Watt

*Tuesday* – David Wiesner

*The Leaving Morning* – Angela Johnson

*Mail Harry to the Moon* – Robie H. Harris

**Point of View**

*The True Story of the 3 Little Pigs!* – Jon Scieszka

*The Three Little Pigs* – Steven Kellogg

*The Three Little Wolves and the Big Bad Pig* – Eugene Trivizas

*The Pain and the Great One* – Judy Blume

*Little Louie the Baby Bloomer* – Robert Kraus

*What's So Terrible About Swallowing an Apple Seed?* – Harriet Lerner and Susan Goldhor

*A Teeny Tiny Baby* – Amy Schwartz

*Fortunately* – Remy Charlip

*It Looked Like Spilt Milk* – Charles G. Shaw

*Seven Blind Mice* – Ed Young

*The Cat Ate My Gymsuit* – Paula Danziger



**Prediction**

*The Doorbell Rang* – Pat Hutchins  
*Pigs in the Pantry: Fun with Math & Cooking* – Amy Axelrod  
*Don't Wake Up Mama!* – Eileen Christelow  
*Frank and Ernest* – Alexandra Day  
*One Hundred Hungry Ants* – Elinor J. Pinczes  
*Pickin' Peas* – Margaret Read MacDonald  
*Mouse & Mole and the Year-Round Garden* – Doug Cushman  
*My Backyard Garden* – Carol Lerner  
*One Watermelon Seed* – Celia Barker Lottridge  
*Tops and Bottoms* – Janet Stevens  
*Ira Sleeps Over* – Bernard Waber  
*Farmer Duck* – Martin Waddell  
*A Remainder of One* – Elinor J. Pinczes  
*Amazing Grace* – Mary Hoffman  
*Earthquack!* – Margie Palatini  
*Mosquito* – Jill Bailey  
*Once Upon a Time* – Niki Daly  
*Rain Forests* – Joy Palmer  
*When Bluebell Sang* – Lisa Campbell Ernst  
*The Carousel* – Liz Rosenberg  
*Granite Baby* – Lynne Bertrand  
*Mirandy and Brother Wind* – Patricia C. McKissack  
*Sacagawea* – Stacy DeKeyser  
*Saving Sweetness* – Diane Stanley  
*Knots on a Counting Rope* – Bill Martin, Jr. and John Archambault  
*Mailing May* – Michael O. Tunnell  
*Peach and Blue* – Sarah S. Kilborne  
*Pulleys and Gears* – David Glover  
*Across the Solar System* – Rod Theodorou  
*The Lamp, the Ice, and the Boat Called Fish* – Jacqueline Briggs Martin

**Cause-and-Effect (Literary)**

*The Gingerbread Boy* – Paul Galdone  
*The Mitten* – Jan Brett  
*Pig and Crow* – Kay Chorao  
*Alexander and the Terrible, Horrible, No Good, Very Bad Day* – Judith Viorst  
*Chicken Little* – Steven Kellogg  
*The Runaway Bunny* – Margaret Wise Brown  
*The Very Hungry Caterpillar* – Eric Carle  
*Rosie's Walk* – Pat Hutchins  
*Big Bad Bruce* – Bill Peet  
*Muggie Maggie* – Beverly Cleary  
*Chocolate Fever* – Robert Kimmel Smith  
*The Old Ladies Who Liked Cats* – Carol Greene  
*If You Give a Moose a Muffin* – Laura Joffe Numeroff  
*The Day Jimmy's Boa Ate the Wash* – Trinka Hakes Noble  
*The Grouchy Ladybug* – Eric Carle  
*The Napping House* – Audrey Wood  
*Ollie Forgot* – Tedd Arnold  
*Old Henry* – Joan W. Blos  
*Complete Version of ye Three Blind Mice* – John W. Ivimey  
*Fortunately* – Remy Charlip  
*Benny Bakes a Cake* – Eve Rice  
*What's So Great About Cindy Snappleby?* – Barbara Samuels

**Cause-and-Effect (Informational)**

*What's So Terrible About Swallowing an Apple Seed?* – Harriet Lerner and Susan Goldhor  
*The Apple Pie Tree* – Zoe Hall  
*How to Make an Apple Pie and See the World* – Marjorie Priceman  
*Carlos and the Squash Plant* – Jan Romero Stevens  
*Danger! Volcanoes* – Seymour Simon  
*Volcanoes* – Franklyn M. Branley  
*Flash, Crash, Rumble, and Roll* – Franklyn M. Branley  
*What Makes Day and Night* – Franklyn M. Branley  
*The Drop in My Drink: The Story of Water on Our Planet* – Meredith Hooper  
*Fire in the Forest: A Cycle of Growth and Renewal* – Laurence Pringle  
*Where Do They Go? Insects in Winter* – Millicent E. Selsam  
*What Happens to a Hamburger?* – Paul Showers

### **Compare-and-Contrast (Literary)**

*Just Another Ordinary Day* – Rod Clement  
*Burnt Toast on Davenport Street* – Tim Egan  
*Meanwhile...* – Jules Feiffer  
*UGH* – Arthur Yorinks  
*Sweet, Sweet Fig Banana* – Phillis Gershator  
*The Three Little Pigs* – Paul Galdone  
*The Three Little Javelinas* – Susan Lowell  
*My Lucky Day* – Keiko Kasza  
*The True Story of the 3 Little Pigs!* – Jon Scieszka  
*The Three Little Wolves and the Big Bad Pig* – Eugene Trivizas  
*The Rough-Face Girl* – Rafe Martin  
*Cinderella* – Charles Perrault

### **Compare-and-Contrast (Informational)**

*Fire! Fire!* – Gail Gibbons  
*Outside and Inside Trees* – Sandra Markle  
*The Inside-Outside Book of Washington, D.C.* – Roxie Munro  
*The Great Fire* – Jim Murphy  
*Horns, Antlers, Fangs, and Tusks* – Mark J. Rauzon  
*Butterflies and Moths* – James P. Rowan  
*We the People* – Peter Spier

### **Biographies/Autobiographies**

*Take the Lead, George Washington* – Judith St. George  
*Rosa Parks* – Cynthia Amoroso  
*Neil Armstrong* – Dana Meachen Rau  
*Benjamin Franklin* – Stephen Krensky  
*The Boy Who Drew Birds: A Story of John James Audubon* – Jacqueline Davies  
*Harvesting Hope: The Story of Cesar Chavez* – Kathleen Krull  
*Thomas Edison* – Susan Kesselring  
*William Penn: Founder of Pennsylvania* – Ryan Jacobson



**Traditional Literature**

*The Town Mouse and the Country Mouse* – Christopher E. Long

*Aesop, Just in Rhyme: A new, humorous version of the great fables for readers of all ages* – John W. Murphy

*The Ant and the Grasshopper* – Graham Percy

*Aesop's Fables* – retold by John Cech

*The Lion and the Mouse* – Jerry Pinkney

*The Wolf in Sheep's Clothing* – Mary Berendes

*A Sip of Aesop* – Jane Yolen

*Yo, Aesop! : Get a Load of These Fables* – Paul Rosenthal

*Eric Carle's Treasury of Classic Stories for Children* – Aesop, Hans Christian Anderson, and the Brothers Grimm  
– retold by Eric Carle

*Sleeping Ugly* – Jane Yolen

*How Coyote Stole the Summer: A Native American Folktale* – Stephen Krensky

*The Frog Prince* – Eric Blair

*Bokuden and the Bully* – Stephen Krensky

*Diamonds and Toads: A Classic Fairy Tale* – Ellen Schecter

*Mary Engelbreit's Fairy Tales: Twelve Timeless Treasures* – Mary Engelbreit

*Moon Cakes to Maize: Delicious World Folktales* – Norma J. Livo

*The Usborne Book of Fairy Tales* – Heather Amery

*The McElderry Book of Grimms' Fairy Tales* – Saviour Pirotta

*One-Eye! Two-Eyes! Three-Eyes!: A Very Grimm Fairy Tale* – Aaron Shepard

*The Last Olympian* – Rick Riordan

*The Titan's Curse* – Rick Riordan

*Don't Know Much About World Myths* – Kenneth C. Davis

*Greek Myths* – Olivia Coolidge

*Atalanta and the Arcadian Beast* – Jane Yolen and Robert J. Harris

*American Tall Tales* – Mary Pope Osborne

*Cut From the Same Cloth: American Women of Myth, Legend, and Tall Tale* – Robert D. San Souci

*The Tall Tale of Paul Bunyan* – retold by Martin Powell

*Pecos Bill* – retold By Steven Kellogg

## **Classical Literature**

*The Story of Ferdinand* – Munro Leaf  
*The Tale of Peter Rabbit* – Beatrix Potter  
*Charlotte's Web* – E.B. White  
*The Borrowers* – Mary Norton  
*The Hundred Dresses* – Eleanor Estes  
*The Incredible Journey* – Sheila Burnford  
*The Lion, the Witch, and the Wardrobe* – C.S. Lewis  
*Mary Poppins* – P.L. Travers  
*The Adventures of Pinocchio* – Carlo Collodi  
*Heidi* – Johanna Spyri  
*Alice's Adventures in Wonderland* – Lewis Carroll  
*The Adventures of Tom Sawyer* – Mark Twain  
*Black Beauty* – Anna Sewell  
*The Wind in the Willows* – Kenneth Grahame  
*The Secret Garden* – Frances Hodgson Burnett

## **Chapter Books**

*How to Train Your Dragon* – Cressida Cowell  
*All-of-a-Kind Family* – Sydney Taylor  
*Love, Ruby Lavender* – Deborah Wiles  
*The Penderwicks: A Summertale of Four Sisters, Two Rabbits, and a Very Interesting Boy* – Jeanne Birdsall  
*A Long Way From Chicago* – Richard Peck  
*The Seven Wonders of Sassafras Springs* – Betty G. Birney  
*Where the Mountain Meets the Moon* – Grace Lin  
*Because of Winn-Dixie* – Kate DiCamillo  
*Freak the Mighty* – Rodman Philbrick

**Poetry**

- Put Your Eyes Up Here and Other School Poems* – Kalli Dakos  
*Once Inside the Library* – Barbara A. Huff  
*The Free and the Brave: A Collection of Poems about the United States* – Patricia M. Stockland  
*Comets, Stars, the Moon, and Mars* – Douglas Florian  
*Someone Used My Toothbrush and Other Bathroom Poems* – Carol Diggory Shields  
*It's Snowing! It's Snowing!: Winter Poems* – Jack Prelutsky  
*Tap Dancing on the Roof: Sijo (Poems)* – Linda Sue Park

**Drama**

- Readers' Theater: Tall Tales* – Retold by Maureen R. Gerard  
*12 Fabulously Funny Fairy Tale Plays* – Justin McCory Martin  
*Much Ado About Nothing for Kids* – Lois Burdett  
*Arthur's Thanksgiving* – Marc Brown  
*25 Just-Right Plays for Emergent Readers* – Carol Pugliano-Martin  
*12 Fabulously Funny Folktale Plays* – Justin McCory Martin  
*20 Great Plays for Children* – Coleman A. Jennings

**Historical Texts**

- Learn About . . . Texas Indians* – Georg Zappler  
*Caddo and Comanche: American Indian Tribes in Texas (Primary Source Readers)* – Sandy Phan  
*Indians Who Lived in Texas* – Betsy Warren  
*Let's Remember Indians of Texas* – Betsy Warren  
*Causes and Effects of the Texas Revolution (Spotlight on Texas)* – Therese Harasymiw  
*The Texas Revolution: Fighting for Independence: Texas History* – Kelly Rodgers  
*Leaders in the Texas Revolution: United for a Cause: Texas History* – Kelly Rodgers  
*Cattle and Oil: The Growth of Texas Industries (Spotlight on Texas, the Growth and Development of the Lone Star State)*  
– Trisha James  
*Stephen F. Austin: The Son Becomes Father of Texas (Texas Heroes For Young Readers)* – Mary Dodson Wade  
*Texas in the 20th Century: Building Industry and Community: Texas History (Primary Source Readers)* – Harriet Isecke  
*My Fellow Texans: Texas Governors in the 20th Century* – Dede W. Casad  
*The Spindletop Gusher: The Story of the Texas Oil Boom* – Carmen Bredeson



**Scientific Texts**

*Matter (Early Bird Energy)* – Sally M. Walker

*Energy (DK See for Yourself)* – Chris Woodford

*Energy: Its Forms, Changes, & Functions (Investigate the Possibilities)* – Tom DeRosa and Carolyn Reeves

*Physics: Why Matter Matters!* – Dan Green

*Move It!: Motion, Forces and You (Primary Physical Science)* – Adrienne Mason

*Force & Motion (Eyewitness Science)* – Peter Lafferty

*Earth* – Seymour Simon

*Earth and Space: Questions and Answers (Discovery Kids)* – Anita Ganeri

*The Amazing Planet Earth: Read About Mountains, Rivers, Deserts, Oceans, And Other Fun Facts About Our Planet*  
– Kid Reads

*Earth (True Books: Space)* – Elaine Landau

*Soda Bottle Science: 25 Easy, Hands-on Activities That Teach Key Concepts in Physical, Earth, and Life Sciences*  
– Steve Tomecek

*Not Your Typical Book About the Environment* – Elin Kelsey

*The Everything Kids' Environment Book (The Everything® Kids Series)* – Sheri Amsel

**Technical Texts**

*Computer (DK Eyewitness Books)* – DK Publishing

*Goodnight iPad: a Parody for the next generation* – Ann Droyd

*Zuto: The Adventures of a Computer Virus* – Udi Aharoni

*Computers And Technology (Science News for Kids)* – Edited by Tara Koellhoffer

*Computer Fun for Everyone: Great Things to Do and Make with Any Computer* – Elin Kordahl Saltveit











*Ace Your Internet Research (Ace It! Information Literacy)* – Ann Graham Gaines

*Cyberspace Research (Cyberspace Survival Guide- Gareth Stevens)* – Barbara M. Linde











# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.












## Unit 1: The Turquoise Ring

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.2(B)	4.3(A)	4.5(A)	4.5	4.5(A)	4.5	4.5(A)	4.5(A)
Question 9	Question 10						
							
4.8(A)	4.14						
						Total Correct	Total Possible
							10

## Unit 2: Get Media Smart

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8		
									
4.2(B)	4.2(B)	4.11(D)	4.11(A)	4.11(D)	4.11(D)	4.11(C)	4.14		
Question 9	Question 10							Total Correct	Total Possible
									
4.11(A)	4.14								10








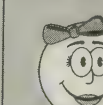





## Unit 3: Yes, I Can!

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.7	4.7	4.2(E)	4.7	4.7	4.8	4.7	4.2(B)
Question 9	Question 10	Question 11	<div>Total Correct</div> <div>Total Possible</div> <div>11</div>				
							
4.7	4.14	4.7					













# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.








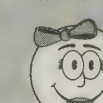




## Unit 4: A Booming Impact

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.11(C)	4.11(A)	4.11(A)	4.11(A)	4.11(C)	4.11(D)	4.11(B)	4.11(C)
Question 9	Question 10	Question 11	Question 12	Question 13	<div>Total Correct</div> <div></div>		
							
4.2(B)	4.14	4.10	4.14	4.2(E)			
					<div>Total Possible</div> <div><b>13</b></div>		

## Unit 5: The Lost and Found Dog

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.2(B)	4.6(B)	4.3(A)	4.6(A)	4.6(C)	4.8	4.6	4.2(E)
Question 9	Question 10	Question 11	Question 12	<div>Total Correct</div> <div></div>			
							
4.6(A)	4.6(A)	4.6(B)	4.6(B)				
				<div>Total Possible</div> <div><b>12</b></div>			

## Unit 6: Earth's Water

















Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.11(C)	4.11(A)	4.11(D)	4.11(A)	4.11(D)	4.11(A)	4.11(C)	4.14
Question 9	Question 10	Question 11	Question 12	<div>Total Correct</div> <div></div>			
							
4.11(C)	4.2(A)	4.10	4.11(B)				
				<div>Total Possible</div> <div><b>12</b></div>			



# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

## Unit 7: The Search for a King / The Gift













Question 1  4.2(B)	Question 2  4.6(B)	Question 3  4.3(A)	Question 4  4.6(B)	Question 5  4.6(B)	Question 6  4.6(B)	Question 7  4.2(B)	Question 8  4.14
Question 9  4.6(B)	Question 10  4.3(A)	Question 11  4.6(A)	Question 12  4.8(A)	Question 13  4.14	Question 14  4.6(C)	Question 15  4.3(B)	Question 16  4.3(B)

Total  
Correct

Total  
Possible

**16**

## Unit 8: Indians of Texas: Past and Present













Question 1  4.11(C)	Question 2  4.11(A)	Question 3  4.11	Question 4  4.11(A)	Question 5  4.11(C)	Question 6  4.2(B)	Question 7  4.11(C)	Question 8  4.11(A)
Question 9  4.14	Question 10  4.11(D)	Question 11  4.14	Question 12  4.11(B)				

Total  
Correct

Total  
Possible

**12**

## Unit 9: It Takes Two

Question 1  4.2(B)	Question 2  4.6(C)	Question 3  4.14	Question 4  4.8	Question 5  4.14	Question 6  4.3(A)	Question 7  4.6(A)	Question 8  4.6(B)
Question 9  4.14	Question 10  4.2(B)	Question 11  4.6	Question 12  4.6(A)				

Total  
Correct















Total  
Possible

**12**













# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.












## Unit 10: The Power of the Moon / No Green Cheese

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.6(A)	4.6(B)	4.6(B)	4.6(C)	4.2(B)	4.11(A)	4.11(C)	4.10
Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Total Correct      Total Possible	
							
4.11(B)	4.11(D)	4.19(F)	4.19(F)	4.19(F)	4.19(F)		<b>14</b>

## Unit 11: Dad Makes a Splash

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.2(E)	4.6(C)	4.8(A)	4.6(B)	4.6(A)	4.6(B)	4.2(B)	4.3(A)
Question 9	Question 10	Question 11	Question 12	Total Correct      Total Possible			
							
4.4(A)	4.6(A)	4.4(A)	4.4(A)				
							<b>12</b>

## Unit 12: Spun Sugar
















Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.13(A)	4.13	4.2(B)	4.11(C)	4.13(A)	4.11(A)	4.11(C)	4.13(B)
Question 9	Question 10	Question 11	Total Correct      Total Possible				
							
4.13(A)	4.13	4.13(B)					
							<b>11</b>



# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

## Unit 13: Stand Tall, David Crockett / Live with Davy Crockett















Question 1 	Question 2 	Question 3 	Question 4 	Question 5 	Question 6 	Question 7 	Question 8 
4.2(B)	4.7	4.7	4.7	4.8	4.2(B)	4.6(A)	4.6
Question 9 	Question 10 	Question 11 	Question 12 	Question 13 	Question 14 	Question 15 	
4.6(B)	4.6(B)	4.6(B)	4.2(E)	4.7(A)	4.7(A)	4.7(A)	

Total  
Correct













Total  
Possible

**15**

## Unit 14: Electromagnets at Work / Traveling by Maglevs

Question 1 	Question 2 	Question 3 	Question 4 	Question 5 	Question 6 	Question 7 	Question 8 
4.11(A)	4.11(C)	4.11(A)	4.2(A)	4.11(D)	4.11(C)	4.11(D)	4.11(B)
Question 9 	Question 10 	Question 11 	Question 12 	Question 13 	Question 14 	Total Correct	
4.11	4.2(A)	4.2(B)	4.10	4.11(A)	4.11(C)		
						Total Possible	<b>14</b>

## Unit 15: Stephen F. Austin: The Father of Texas

















Question 1 	Question 2 	Question 3 	Question 4 	Question 5 	Question 6 	Question 7 	Question 8 
4.7	4.7	4.7	4.7	4.14	4.2(E)	4.7	4.4(A)
Question 9 	Question 10 	Question 11 	Question 12 				
4.19(F)	4.19(F)	4.19(F)	4.19(F)				
						Total Correct	Total Possible
							<b>12</b>



# Chart Your Success











Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

## Unit 16: Calling All Ducks / The Special Calling

Question 1 	Question 2 	Question 3 	Question 4 	Question 5 	Question 6 	Question 7 	Question 8 
4.2(B)	4.11(A)	4.14	4.10	4.11(A)	4.11(B)	4.14	4.2(B)
Question 9 	Question 10 	Question 11 	Question 12 	Question 13 	Question 14 	Question 15 	Question 16 
4.6	4.6(C)	4.6(B)	4.6(A)	4.19(F)	4.19(F)	4.19(F)	4.19(F)













Total Correct	Total Possible
	<b>16</b>

## Unit 17: The Two Best Times of the Year

Question 1 	Question 2 	Question 3 	Question 4 	Question 5 	Question 6 	Question 7 	Question 8 
4.6(B)	4.6(A)	4.14	4.3(A)	4.2(B)	4.6(B)	4.6(C)	4.6(B)
Question 9 	Question 10 						
4.6(A)	4.8						

Total Correct	Total Possible
	<b>10</b>

## Unit 18: The Railways of Texas Progress











Question 1 	Question 2 	Question 3 	Question 4 	Question 5 	Question 6 	Question 7 	Question 8 
4.11(A)	4.11(C)	4.11(C)	4.11(A)	4.11(C)	4.11(B)	4.2(B)	4.14
Question 9 	Question 10 	Question 11 	Question 12 				
4.11	4.14	4.11(C)	4.2(A)				

Total Correct	Total Possible
	<b>12</b>

















# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.













## Unit 19: A Dipper of Water

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.2(B)	4.3(A)	4.6(B)	4.6(B)	4.6(A)	4.6(A)	4.6(A)	4.6
Question 9	Question 10					Total Correct	Total Possible
							<b>10</b>
4.6(C)	4.14						

## Unit 20: A Turning Point for Texas / Sam Houston: A Texas Hero

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.11(C)	4.11(C)	4.11(A)	4.2(A)	4.11(A)	4.14	4.11(B)	4.11
Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Question 15	Question 16
							
4.7	4.2(A)	4.7	4.7	4.19(F)	4.19(F)	4.19(F)	4.19(F)
						Total Correct	Total Possible
							<b>16</b>

## Unit 21: Mapping the Weather












Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.11(D)	4.11(D)	4.11(D)	4.10	4.2(A)	4.11	4.11(A)	4.11(C)
Question 9	Question 10	Question 11	Question 12				
							
4.11(D)	4.2(E)	4.11(C)	4.14				
						Total Correct	Total Possible
							<b>12</b>


















# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.













## Unit 22: A Zoo Filled with Poetry

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.2(B)	4.14	4.4	4.4	4.4	4.4(A)	4.4(A)	4.4
Question 9	Question 10	Question 11					
							
4.4	4.4(A)	4.4(A)					
						Total Correct	Total Possible
							<b>11</b>

## Unit 23: Earth's Natural Resources / Nature's Gift of Trees

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.11(C)	4.11(A)	4.11(B)	4.11(D)	4.11(A)	4.11(A)	4.11(D)	4.11(D)
Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Question 15	
							
4.13(A)	4.13(B)	4.11	4.11(A)	4.10	4.11(D)	4.13	
						Total Correct	Total Possible
							<b>15</b>

## Unit 24: Polar Bears on Ice















Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.2(B)	4.11(A)	4.11(A)	4.11(A)	4.11(A)	4.11(C)	4.11(B)	4.11(C)
Question 9	Question 10	Question 11	Question 12				
							
4.11(A)	4.2(A)	4.11(B)	4.14				
						Total Correct	Total Possible
							<b>12</b>



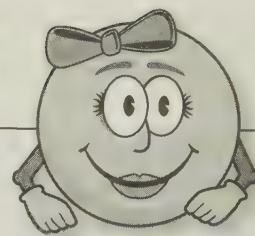
# Chart Your Success

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

## Unit 25: The Heart of Texas Wildflowers / The Legend of the Bluebonnet

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
							
4.11(C)	4.11(A)	4.11(B)	4.11(C)	4.11(D)	4.6(A)	4.6(B)	4.8(A)
Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Total Correct	
						Total Possible	
4.14	4.8(A)	4.19(F)	4.19(F)	4.2(B)	4.19(F)	14	

# Reading Glossary



## A

**academic language** – vocabulary used across content areas to teach about the content of the disciplines

**account** – a statement of facts or events

**acrostic** – a poem or series of lines in which the first letter in each line spells a word or phrase related to a specific topic

**act** – one of the main divisions of a drama

**action** – the important events performed by the characters in a literary selection; the desired behavior of the audience intended by the writer of a persuasive text

**actual** – real and existing as fact

**adage** – a traditional saying that expresses something considered to be a general truth

**adaptation** – a rewritten version of a literary work, often written in a different genre; the change of a device to make it suitable for a new use

**adjective** – the part of speech that describes a person, place, thing, or an idea

**advance** – to further the progress of a plot or series of events

**advantage** – a favorable condition or position

**adventure** – an exciting event or series of events

**adverb** – the part of speech that modifies a verb, an adjective, or another adverb; an adverb expresses time, intensity, and manner

**advertisement** – a public announcement that provides information about an event or product and that is designed to attract attention

**advertisement technique** – a method used to target or attract an audience

**affix** – a letter or group of letters added to the beginning or end of a word that changes the meaning of the word (e.g., prefix, suffix)

**alliteration** – the repetition of the same sounds at the beginning of two or more adjacent words

**analogy** – a comparison of two different items or concepts that are alike in some way

**analysis** – the act of breaking an idea or object into its parts and examining each part

**analyze** – to examine an idea or object by breaking it into smaller parts

**antonym** – a word having the opposite meaning of another word

**application** – the act of using an understanding of a concept in a new or different situation or context

**apply** – to use an understanding of a concept in a new or different situation or context

**appropriate** – suitable or correct for the purpose

**article** – a complete selection of writing that is part of a newspaper, magazine, or book

**assess** – to determine the value, significance, or quality

**attitude** – a way a person thinks or feels

**audience** – the person or group for whom a selection is written or performed

**author** – a person who writes a literary or informational selection

**author analysis** – the study of technique, structure, and style used by an author

**author's message** – the main idea, theme, or lesson the author wants to communicate to the reader

**author's point of view** – the author's viewpoint, attitude, position, or outlook on a topic

**author's purpose** – the reason or desired outcome an author has for writing a text (e.g., describe, explain, persuade, inform, entertain)

**autobiography** – an account of someone's life written by that person

## B

**base word** – a word from which other words are formed by adding a suffix or prefix

**biography** – an account of someone's life written by another person

**blog** – a website on which an individual or group of users records opinions or information on a regular basis

**Bloom's Taxonomy** (Original/Revised) – a model used to understand levels of thinking

**Knowledge/Remember** – the level of Bloom's Taxonomy that involves the recall of facts, ideas, or information

**Comprehension/Understand** – the level of Bloom's Taxonomy that involves the understanding, interpretation, or summarization of facts, details, or information

**Application/Apply** – the level of Bloom's Taxonomy that involves the use of an abstract idea in a concrete situation in order to solve a problem or relate it to a prior experience

**Analysis/Analyze** – the level of Bloom's Taxonomy that involves breaking a concept or idea into parts and showing the relationships among the parts

**Evaluation/Evaluate** – the level of Bloom's Taxonomy that involves making informed judgments about the value of ideas or materials or expressing opinions using standards or criteria

**Synthesis/Create** – the level of Bloom's Taxonomy that involves combining parts or elements of knowledge to form a whole and to build relationships for new situations or products

**bold print** – heavy, dark print used to draw attention to certain words

**brainstorm** – to think quickly and creatively in order to generate ideas or to solve problems

**brochure** – a small booklet on a specific topic

**bulleted list** – a record of similar ideas that are set apart in text using bullets or dots

## C

**capitalization** – the process of using capital or upper case letters to begin a word or group of words

**caption** – a title or sentence that explains an illustration, photograph, or graphic

**cast of characters** – the characters acting in a drama

**categorizing** – sorting or dividing items or ideas into groups based on like qualities or characteristics

**category** – a division or group of items or ideas with like qualities or characteristics

**cause** – a reason for an outcome or result

**cause-and-effect** – the relationship between two events in which one event makes another event occur; an organizational pattern of text that explains the basis for an event and its outcome or result

**central idea** – the subject of an expository composition or selection; the main idea

**change** – to become or to make different

**chant** – words repeated in a pattern or rhythm

**character** – a person, thing, or animal in a literary selection



**character trait** – a description of a character that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings, or interactions with other characters

**characteristic** – a feature or attribute that helps to identify or describe

**chart** – a graphic representation of data or information

**cheer** – words written or spoken as a short phrase

**chronological order** – an arrangement of ideas or events according to the time they occurred

**chronology** – the order in which events occur

**classical literature** – literature that is widely acknowledged because of its outstanding and enduring qualities

**classification** – a group or category of items with similar characteristics or features

**classification scheme** – an organizational pattern of text that sorts ideas based on categories or topics

**climax** – the highest point of interest of excitement in the plot of a literary selection

**coherence** – the quality of being logically connected

**comma** – a punctuation mark (,) used to separate words or groups of words; indicates a slight pause

**commercial** – an advertisement appropriate for media

**compare** – to consider or describe as similar

**compare-and-contrast** – to examine in order to note similarities and differences; an organizational pattern of text that explains the likenesses and differences of two items or concepts

**complete predicate** – the verb and the words that work with the verb that express the action or state of being in a sentence

**complete subject** – the noun or pronoun and the words that describe the noun or pronoun that name what a sentence is about

**compose** – to create; to write

**compound sentence** – a sentence that contains complete sentences joined by a conjunction or a semicolon (;)

**comprehension** – the ability to understand the meaning of an idea or concept

**con** – an opinion or argument against a position or point of view

**concept** – a general idea or understanding

**conclude** – to reach a decision; to form an opinion

**concluding sentence/paragraph** – the final sentence or part of a written or spoken selection that brings closure

**conclusion** – a judgment or decision reached by reasoning; the closing or end of a written or spoken selection

**conflict** – the opposition of persons or forces that brings about action important to the plot of a literary selection

**conjunction** – a word that joins other words, phrases, or clauses

**connection** – an association or relationship between two or more topics in a text or among two or more texts

**consumer** – a buyer of goods or services

**contemporary context** – a modern-day setting around which a text is written

**context** – the words, sentences, or passages that precede or follow a specific word, sentence, passage; the set of circumstances that surround a particular event, situation, or character

**contrast** – to consider or describe as different

**convince** – to cause someone to believe; to persuade

**coordinate** – a set of numbers that describe the position of an item on a grid or map

**create** – to make, form, or produce

**criteria** – standards, rules, or tests used to make a judgment or decision

**cultural context** – the shared beliefs and values of a group of people around which a text is written

**culture** – the shared beliefs and values of a group of people

## D

**define** – to provide the meaning of a word or phrase

**definition** – the meaning of a word or phrase

**demonstrate** – to explain by the use of examples or experiences

**describe** – to use words to tell or write about an idea, person, or thing

**description** – an organizational pattern of text that presents information based on attributes, qualities, or characteristics; the element of drama that explains how dialogue should be spoken and states the actions characters should perform, usually written inside parentheses

**design** – to create or draw plans

**detail** – a small part of a whole; specific information that supports the main idea of a text

**determine** – to decide or to locate needed information

**develop** – to add details to a basic plan or idea

**devise** – to think of; to plan

**diagram** – a chart or graph that explains an object; a labeled illustration

**dialogue** – the words or lines spoken between characters in a fiction story or drama

**dictionary** – a print or digital reference containing an alphabetical listing of words with information given for each word including pronunciation, syllabication, part(s) of speech, and definition(s)

**dictionary entry** – a single word recorded in the dictionary that includes its pronunciation, syllabication, part(s) of speech, and definition(s)

**difference** – the state of being unlike

**different** – unlike something else

**digital media** – electronic communication (e.g., blog, e-mail, discussion group, instant messaging, website, Internet)

**digital source** – an electronic reference used to gather or to produce information

**disadvantage** – an unfavorable condition or position

**distinguish** – to recognize as different

**document** – a piece of writing

**drama** – a literary work that shares a story through action and speech and is intended to be performed

**dramatic adaptation** – the rewriting of a literary selection as a drama

**drawing conclusions** – implying or inferring information that is not directly stated within a text

## E

**effect** – the result produced by a cause

**elaborate** – to provide more detail

**element** – a separate part of a whole

**elements of drama** – the basic and most important parts of a dramatic selection (e.g., setting, characters, scenes, acts, descriptions, stage directions)

**elements of fiction** – the basic and most important parts of a fiction story (e.g., setting, characters, plot, theme)



**elements of literary nonfiction** – the basic and most important parts of a literary nonfiction piece (e.g., based on facts, theme, setting, characters, plot)

**elements of poetry** – the basic and most important parts of poetry (e.g., meter, rhythm, rhyme)

**e-mail** – an electronic message

**emphasize** – to stress; to give importance

**evaluate** – to make a judgment based on criteria or evidence

**evaluation** – a judgment based on criteria or evidence

**event** – an occurrence in a written selection

**evidence** – words, phrases, or sentences that provide proof

**exaggeration** – a spoken or written statement that overstates or stretches the truth

**explain** – to make clear; to provide the reason or the cause

**explicit relationship** – a clear and obvious connection or association between two or more ideas or objects

**exploit** – an interesting or daring action or achievement

**expository text** – a type of informational text that explains, provides directions, informs, or describes

**express** – to communicate meaning

**extend** – to increase by adding information

## F

**fable** – a traditional story intended to teach a useful lesson

**fact** – a statement that can be proven

**factual information** – knowledge or facts that can be proven

**fairy tale** – a fanciful story about fairies, magical creatures, or legendary deeds

**feature** – a part of an item or concept that sets it apart

**feedback** – helpful information that tells what can be done to improve a product

**fiction** – a genre of writing based on imagination and not necessarily on facts

**figurative language** – words that create interesting images using language that has a deeper meaning than the literal meaning of the words (e.g., simile, metaphor, hyperbole, personification, idiom)

**final draft** – the final copy of a composition after the writer has edited and revised the selection

**first draft** – the first copy of a composition when the writer organizes thoughts and ideas into sentences and paragraphs

**first-person point of view** – the point of view in which the narrator tells the story based on his/her specific knowledge or views; uses words such as *I* or *we*

**folk tale** – a traditional tale or legend passed from generation to generation

**foreshadow** – a technique used by an author to indicate or suggest an event that will occur in the future

**formal language** – language that is based on proper conventions and used in formal settings or communication

**forms of media** – types of media used to convey information (e.g., commercial, speech, advertisement, documentary, Internet, newspaper, television, radio)

**free verse poetry** – poems written without patterns of rhyme or rhythm

**function of characters** – the influence of characters on the plots of literary selections based on actions, motivations, feelings, or thoughts

**future events** – happenings expected to occur in the time to come



## G

**genre** – a category of writing based on form, technique, or content

**glean** – to gather information in small amounts over time

**glossary** – an alphabetical listing of words and their meanings found in the back of a book

**graph** – a diagram that shows connections between two or more items or concepts

**graphic** – a visual image (e.g., diagram, illustration, symbol, drawing, photograph, graph)

**graphic features** – features that give meaning to text (e.g., titles, captions, photographs, charts, numbers, bullets, italics, headings, labels, underlined words)

**graphic organizer** – a pictorial or visual method of organizing information or ideas

**grid** – a map with horizontal and vertical lines that uses coordinates to locate specific points

**guide words** – words printed at the top of the page of a dictionary or other reference book that indicate the first and last items on that page

**guidelines** – a set of rules that provides help or support

## H

**heading** – a word or group of words located at the beginning of a page, section, or chapter

**historical account** – a report of facts or events from the past

**historical context** – an event from the past around which a text is written

**historical event** – a happening that occurred in the past

**historical nonfiction** – a factual text that is based on events from the past

**homophones** – words that sound alike but have different spellings and different meanings

**hyperbole** – an exaggeration

## I

**idea** – a thought or plan carefully formed in the mind

**identify** – to recognize and name

**idiom** – an expression with a meaning that cannot be understood from the meanings of the individual words (e.g., *out of the blue*, *raining cats and dogs*)

**illustrate** – to add pictures or sketches that provide information

**illustration** – a picture, diagram, drawing, or map used to explain or decorate

**image** – a likeness or picture of a person, place, or object

**imagery** – words or phrases used to form pictures in a person's mind

**imaginative story** – a story that is creative or original

**impact** – a strong effect

**implicit relationship** – a connection or association between two or more ideas or objects that is not stated but is understood based on the text

**importance** – of great significance or value

**incident** – a single event

**infer** – to arrive at a conclusion or an opinion through the use of reason

**inference** – a conclusion drawn from prior knowledge and evidence or clues

**influence** – the effect of a person, thing, or event on another

**informal language** – language that is suitable for everyday use or casual occasions

**information** – knowledge or gathered facts about a specific topic

**informational text** – a selection written to provide information (e.g., expository, procedural, persuasive)

**in-sentence definition** – the meaning of a word determined by other words within a sentence

**in-sentence example** – the example of a word determined by other words within a sentence

**interaction** – the way a character relates to another character based on dialogue and actions

**internal rhyme** – a rhyme within the same line of poetry or verse

**interpret** – to explain the meaning or significance

**interview** – a meeting during which one person asks questions of another person or group of people

**invent** – to create a new item

## J

**jingle** – a catchy verse or song that advertises a product

**journal** – a personal record of events

**journal entry** – a response to a selection, issue, or event

**justify** – to demonstrate or to prove that something is correct or true

## K

**key detail** – the most important part of a whole; the most important information that supports the main idea

**knowledge** – facts, ideas, or information

## L

**label** – a word or phrase that identifies or describes; to record a word or phrase that identifies or describes

**legend** – a story passed from generations that explains an event; a story that is believed by many to be true

**lesson** – a message learned from a literary selection

**letter** – a written communication addressed to a person or a group of persons often sent by mail

**likely** – having or showing a strong probability of occurring; seeming to be true

**line** – a single row of words in a poem

**line breaks** – pauses that divide a poem into lines, allowing the poem to be read more smoothly

**literal meaning** – the basic and unimaginative meaning

**literary device** – a convention or structure used by an author to produce a desired effect (e.g., imagery, foreshadow, rhythm)

**literary language** – words used to communicate a message or a desired effect in a literary selection

**literary nonfiction** – a type of narrative writing about actual people, places, and events

**literary text/work** – a written selection recognized as having artistic value

**locate** – to find

**logical** – sensible and based on facts

**logical connection** – a sensible association or relationship between two or more topics within a text or among two or more texts

**logical order** – a sequence or organization of text that is sensible and based on facts; an organizational pattern of text that places information in a reasonable order

**logo** – a symbol or design used by an organization to identify its company

**lyrical poem** – a poem that expresses feelings and uses rhythm and rhyme schemes

## M

**main idea** – the most important thought in a written selection

**map** – a visual representation that shows a geographic location

**map key** – a table that provides the meaning of the symbols on a map

**meaning** – the definition of a word or phrase; the message or important expression of a written selection

**media** – a means of communicating information (e.g., newspaper, television, radio, billboard, Internet)

**media literacy** – an understanding of the meaning of the message communicated by the media

**media message** – the intended meaning presented or communicated by the media

**media point of view** – a point of view based on implied ideas and determined by an analysis of the way the information is delivered, emphasized, or omitted

**media presentation** – a production or demonstration using media

**media technique** – a method used to communicate information (e.g., sound effects, color, graphics, images, music, photographs)

**message** – a basic theme, lesson, or moral in a literary selection

**metaphor** – a comparison of two items that does not use the words *like* or *as*

**meter** – the rhythmic structure in poetry composed of stressed and unstressed syllables

**moral lesson** – a lesson that teaches about right and wrong and how people should behave

**multiple meaning word** – a word that has more than one meaning; the meaning can be determined based on the context or use of the word

**mystery** – a literary selection that includes plot events that are puzzling until the conclusion

**myth** – a story passed from generation to generation that attempts to explain events in nature, beliefs, or why people behave as they do

## N

**narrative** – a story or description of events that may or may not be true

**narrative poem** – a poem that tells a story using characters and plot events

**narrator** – the person telling a story or sharing an account

**negative impact** – an unfavorable effect

**notes** – key details and facts recorded while reading research sources

**noun** – the part of speech that names a person, place, thing, or an idea

## O

**onomatopoeia** – the name of a sound

**opinion** – a belief based on thoughts or feelings rather than on facts

**organization** – the connection or structure of thoughts or ideas within a text

**organizational pattern of text** – the structure an author uses to present main ideas and supporting details

**organizing** – putting together or arranging in an orderly manner

**original** – new, creative; not copied

**original text** – the literary text from which an adaptation is written

**overview** – a general summary

## P

**paragraph** – a group of sentences that supports a main idea

**paraphrase** – to restate using different words

**part of speech** – the function or usage of a word in a sentence (e.g., noun, verb, adjective, adverb, preposition, conjunction)

**passage** – a written selection

**personal experience** – an event a person takes part in



**personification** – a description of an object that uses characteristics of a person

**persuade** – to cause to do or to believe something; to convince

**persuasive text** – an informational selection written to convince the reader to think or to act a certain way

**phenomenon** – an event or fact that can be observed with the senses; an event or fact that is unusual

**photograph** – an image produced by a camera

**phrase** – a group of words that has meaning but is not a complete sentence

**plan** – a method prepared in advance; to design

**plot** – the sequence of actions or events in a literary selection

**poem/poetry** – a composition written in verse that often uses rhyme and/or rhythm

**poet** – the author of a poem

**point** – an opinion, idea, or fact presented in a text

**point of view** – the position or perspective from which an author tells a story

**positive impact** – a favorable effect

**predict** – to determine what will occur based on current information

**prefix** – a letter or group of letters added to the beginning of a word that changes its meaning

**preposition** – a word that relates a noun or a pronoun to another word in a sentence

**presentation** – the act of sharing information orally

**print source** – a written reference used to gather or to produce information

**pro** – an opinion or argument in favor of a position or point of view

**problem** – a question that must be solved or considered

**problem-and-solution** – an organizational pattern of text that explains a question or situation to be considered or solved with its possible answer

**procedural text** – a type of informational text that is written to explain the steps or instructions to complete a task or activity

**procedure** – a method of accomplishing a task, often by a series of steps

**pronoun** – a word that replaces a noun

**pronunciation** – the way in which a word is spoken

**prose** – text that is not poetry

**publication** – a text that has been produced in print (e.g., newspaper, brochure, magazine)

**publication date** – the date a book is published and offered to customers

**publisher** – the company that produces and sells a book

**punctuation** – a mark or a symbol used to make the meaning of written material clear; includes period (.), question mark (?), exclamation mark (!), apostrophe ('), comma (,), semicolon (;), quotation marks (""), colon (:)

**purpose** – the intended goal of a piece of writing; the reason a person writes a text

## Q

**question** – a written or spoken inquiry

**quotation** – content that is repeated or recorded exactly as it was spoken or written

**quotation marks** – punctuation marks (") used at the beginning and end of words spoken by a character; used to identify the title of an article, poem, drama, or story

## R

**rank** – to assign a position on a scale or within a group

**rap** – a musical verse that is spoken with a strong beat

**reason** – a cause for acting, thinking, or feeling a certain way

**recommend** – to suggest; to advise

**record** – to write; to note

**reflection** – a careful thought; a considered idea

**relationship** – a connection or an association between two or more ideas or objects

**remember** – to bring to one's mind; to recall

**research** – the careful investigation or study of a topic

**resource** – a source that provides help or information

**response** – an answer or a reply expressed in words or actions

**rewrite** – to write a text using different words

**rhyme** – to have the same or similar ending sounds

**rhyme pattern/scheme** – the pattern of rhyming lines in poetry (e.g., AABB; ABAB; ABCABC)

**rhythm** – repeating patterns of sound in poems or songs

**riddle** – a humorous question to be solved

**role of characters** – the function of characters in a story based on what the characters do to advance the plot events

**root** – the basic part of a word that remains when all affixes have been removed

**rubric** – an assessment tool which uses specific criteria to measure student performance

## S

**scene** – a unit of a drama that describes action that takes place in a single setting

**script** – a text of words to be spoken for a specific occasion

**section** – a part of a written text

**selection** – a written or spoken text

**sensory detail** – information that describes what is seen, heard, smelled, tasted, or touched

**sensory language** – words used in literary writing that appeal to the senses of smell, taste, touch, hearing, and sight

**sentence** – a group of words that expresses a complete thought

**sequence** – the order in which events or actions are arranged

**sequential order** – an organizational pattern of text that places events or parts in time order

**setting** – the time and place of a literary selection

**significance** – the importance or meaning of an idea, concept, or element

**similar** – alike but not exactly the same

**similarity** – a way in which two or more things are alike

**simile** – a figure of speech in which two things are compared using *like* or *as*

**simple sentence** – a sentence with a subject and a predicate that contains one complete thought

**sketch** – a quickly drawn illustration with little detail

**slogan** – a motto or advertising phrase used to identify a product or company

**sound** – something that can be heard

**sound effects** – sounds created to enhance or emphasize the message or meaning of a selection

**source** – a person, place, or thing that provides information

**speaker** – the narrative voice that expresses the feelings or plot of a literary piece

**speech** – an oral presentation

**stage directions** – descriptive comments that provide information about the dialogue, setting, and action of a drama, usually written inside brackets

**stanza** – a group of lines that forms a verse of a poem or song

**statement** – a written or spoken expression that expresses a fact or information

**step** – an action needed to achieve an outcome or goal

**story** – a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader

**structural pattern of drama** – the written construction of a drama (e.g., dialogue, scenes, acts, descriptions, stage directions)

**structural pattern of fiction** – the written construction of a story (e.g., sentences, paragraphs, dialogue)

**structural pattern of literary nonfiction** – the written construction of a biography, autobiography, or historical nonfiction piece (e.g., chronological order, sentences, paragraphs, dialogue)

**structural pattern of poetry** – the written construction of a poem (e.g., lines, stanzas, verses)

**structure** – the construction of a piece of written text

**subject-verb agreement** – the agreement in number of a subject and its verb

**suffix** – a letter or group of letters added to the end of a word that changes its meaning

**summarize** – to write or tell the essential points and main ideas of a text

**summary** – a brief statement or account of the main ideas of a literary or informational selection

**support** – to provide evidence or show to be true

**supporting detail** – an idea that explains, describes, or defines the topic

**supporting sentence** – a sentence that provides key details and facts that explain the central idea of an expository selection

**survey** – a collection of information or opinions

**syllabication** – the process of breaking a word into parts

**syllable** – a word part that contains a single vowel sound with or without a consonant sound

**synonym** – a word that has the same or similar meaning as another word

**synthesis** – the combination of knowledge to form a new whole and to build relationships for new situations or products

**synthesize** – to combine parts of knowledge to form a new whole and to build relationships for new situations or products

## T

**T-chart** – a graphic organizer containing two columns used to compare topics

**table** – an arrangement of information or data in columns

**tall tale** – an unusual, fanciful, or unrealistic story

**technique** – a procedure or skill used in a specific task

**template** – a model or guide

**text** – the actual words in a written selection

**text feature** – a written feature that provides meaning to text (e.g., title, caption, photograph, chart, number, bold print, bullet, italics, heading, label)

**textual evidence** – information from a written selection that proves a statement or response

**thematic link** – a logical connection between texts that share similar themes

**theme** – a central or universal idea of a literary selection that expresses a truth about human behavior

**thesaurus** – a print or digital reference that contains synonyms



**third-person point of view** – the point of view written as if the author is observing the events of the story; uses words such as *he, she, they, them*

**time line** – a sequence of related events arranged in chronological order along a line

**time order transition word/phrase** – a word or phrase used to describe the time or order of events

**title** – the name given to a written selection

**topic** – the main thought or subject of a written work

**topic sentence** – the sentence that expresses the main idea of a paragraph or a selection

**traditional literature** – stories that were originally oral and later became written text

**transcript** – a written record

**transitional word or phrase** – a word or group of words intended to connect ideas in a written or spoken text

**trickster** – a character in traditional or classical literature who plays tricks or who disobeys normal rules and conventional behavior

## U

**understand** – to grasp meaning

**understanding** – knowledge or interpretation of meaning

## V

**Venn diagram** – a graphic organizer used to compare and contrast two or more items or ideas

**verb** – a part of speech that expresses action or state of being

**verify** – to determine or prove the truth using evidence

**verse** – a stanza of a poem or song

**visual** – able or intended to be seen by the eyes

**visual display** – a product that can be observed

**vocabulary** – words or language associated with a subject or specific area of study or activity

## W

**web** – a graphic organizer used to show relationships

**web page** – an Internet document that can be accessed through a web browser and displayed on a monitor or mobile device

**website** – a set of related web pages found on the Internet

**word** – a meaningful unit of sound

**writing process** – the steps a writer completes in order to produce a composition

- **planning** – the step in the writing process in which the writer gathers ideas and develops an organization system; prewriting
- **drafting** – the step in the writing process in which the writer composes ideas in sentences and paragraphs
- **revising** – the step in the writing process in which the writer evaluates the first draft and rewrites by adding, deleting, and rearranging
- **editing** – the step in the writing process in which the writer checks the technical correctness of grammar, punctuation, spelling, and capitalization
- **publishing** – the step in the writing process in which the writer prepares the written material to be shared

Dear Parents,

I anticipate a rewarding school year as we partner together for the success of your child. Studies show that parents who make reading a regular part of their lives send the message that reading is important and is an enjoyable way to learn. In addition, statistics show that a child's ability to read is the single most important factor for success in school and in life. Therefore, I encourage you to spend time reading with your child. In addition, I ask that you complete the *Motivation Reading*<sup>™</sup> activities I will be sending home throughout the year. Your influence and support can result in significant gains in reading achievement for your child.

I will encourage your child with the following ideas throughout the school year.

- **Listen to your parents.**
- **Follow school rules.**
- **Listen to your teacher.**
- **Ask your teacher questions if you do not understand.**
- **Apply what you learn to your everyday life.**
- **Find friends who like school, and study with your friends.**
- **Get enough sleep each night.**
- **Eat proper meals, drink plenty of water, and exercise.**
- **Be positive.**
- **Never give up.**

Together we can make this a great year of learning for your child!

Sincerely,

Estimados padres:

Anticipo con gusto un satisfactorio año escolar colaborando junto a usted para fomentar el éxito de su hijo(a). Los estudios demuestran que los padres que hacen de la lectura una parte cotidiana de sus vidas transmiten el mensaje de que leer es importante y es una manera divertida de aprender. Además, las estadísticas muestran que la habilidad de un niño(a) para leer es el factor más importante para su éxito en la escuela y en la vida. Por eso, le recomiendo que pase tiempo leyendo con su hijo(a). También le pido que complete las actividades de *Motivation Reading*<sup>TM</sup> que estaré enviando a casa con su hijo(a) durante el año. Su influencia y apoyo pueden ser de gran beneficio en el desempeño de su hijo(a) en la lectura.

Le recomiendo que promueva en su hijo las siguientes ideas durante el año escolar.

- **Obedece a tus papás.**
- **Sigue las reglas de la escuela.**
- **Pon atención a tu maestro.**
- **Si no entiendes algo, pregúntale a tu maestro.**
- **¡Aplica a la vida diaria lo que aprendas!**
- **Busca amigos a los que les guste estudiar y ¡estudien juntos!**
- **Duerme lo suficiente cada noche.**
- **Come adecuadamente, bebe mucha agua y haz ejercicio.**
- **Sé positivo.**
- **¡Nunca te rindas!**

¡Juntos podemos hacer de este año un gran año de aprendizaje para su hijo(a)!

Sinceramente,



# Notes

# Notes

# Notes



# Notes

# Notes

# Notes

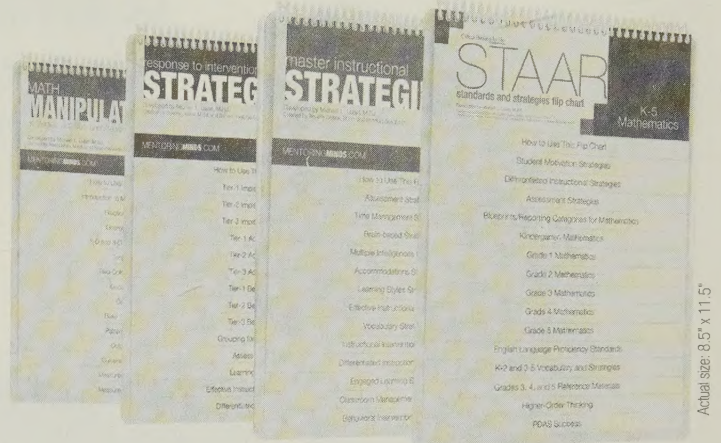


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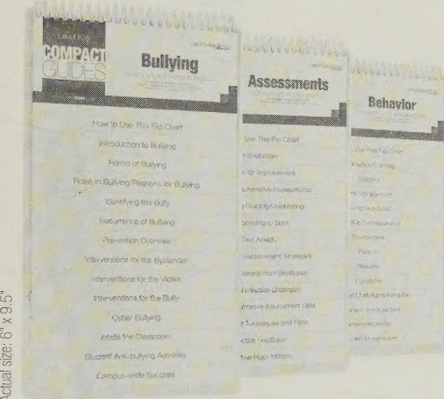
- STAAR Standards and Strategies
- Master Instructional Strategies
- Response to Intervention Strategies
- Math Manipulatives



## Compact Guides

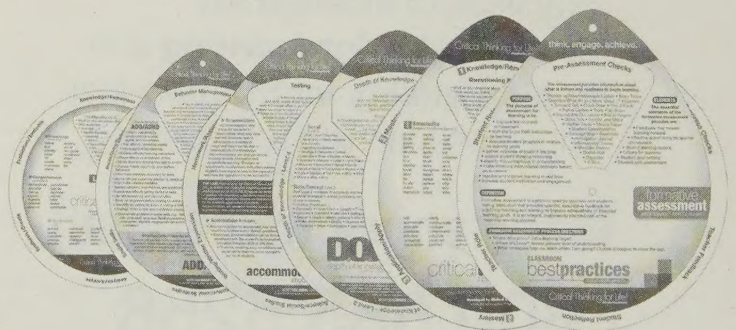
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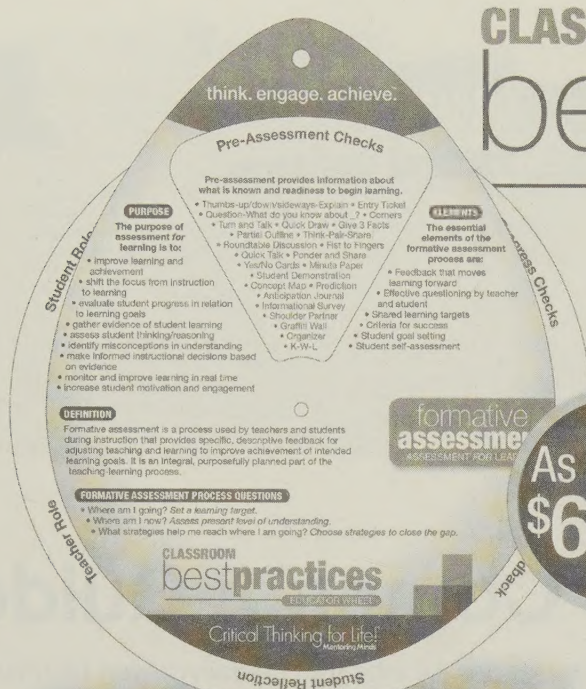
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